

THE AMERICAN School Board Journal

November



November,
1905

VOL. XXXI. No. 5.

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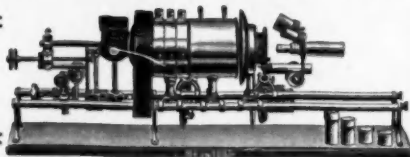
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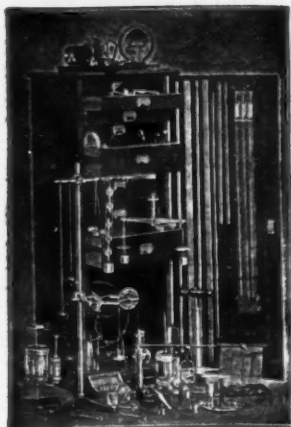
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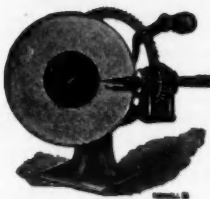
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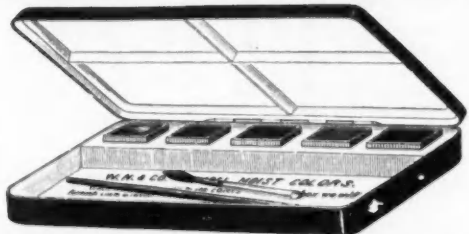
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Educational	Educational Publishing Co.....New York, Chicago
Ginn	Ginn & Co.....Boston, New York, Chicago
Heath	D. C. Heath & Co.....Boston, New York, Chicago
Houghton	Houghton, Mifflin & Co.....Boston, New York, Chicago
Jenkins	Wm. R. Jenkins.....New York City
Maynard	Maynard, Merrill & Co.....New York, Chicago
Merriam	G. & C. Merriam Co.....Springfield, Mass.
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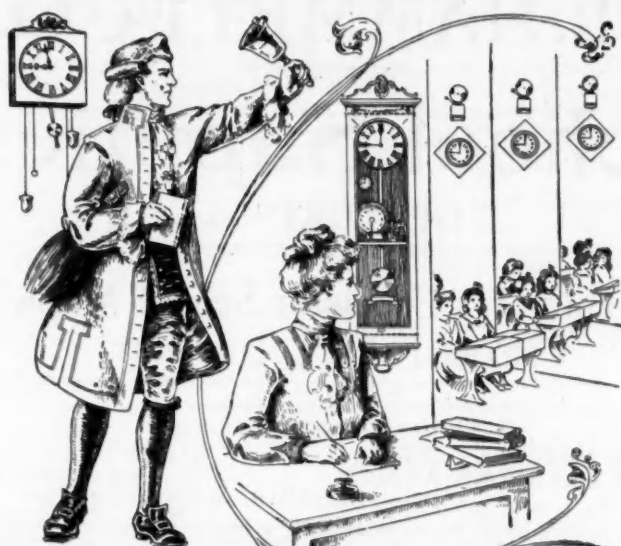
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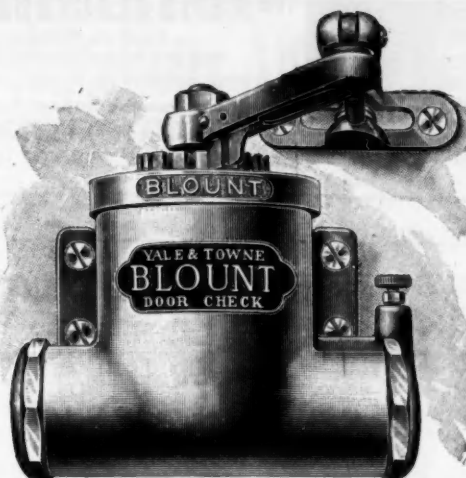
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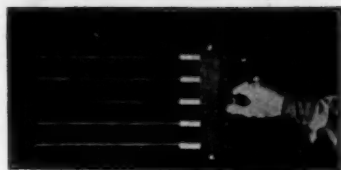
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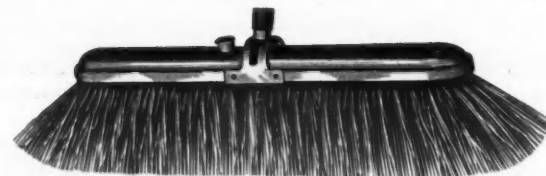
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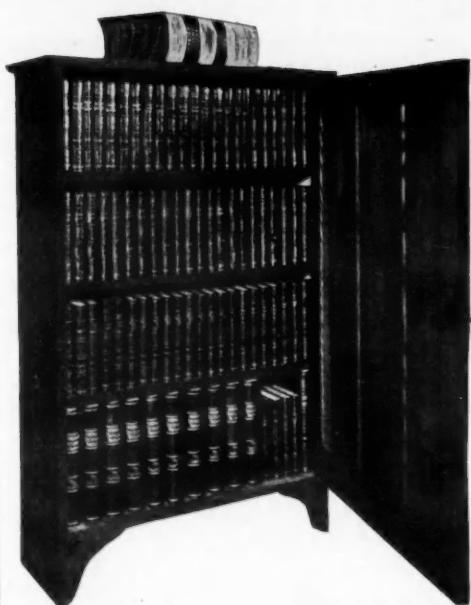
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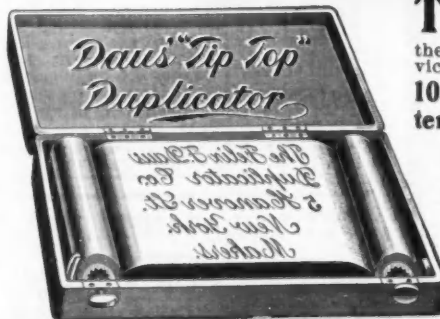
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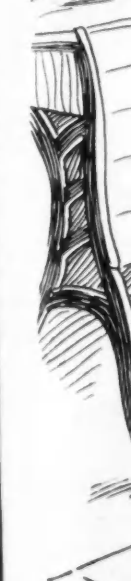
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VOL. XXX



School Board Journal

This Journal was founded 1890 by WILLIAM GEORGE BRUCE.

VOL. XXXI, No. 5.

MILWAUKEE—NEW YORK, NOVEMBER, 1905.

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Teachers' Contracts.

Where a contract for the hiring of a school teacher is indefinite as to time, it is to be interpreted by the understanding of the parties as indicated by their acts and the attending circumstances. *Denison vs. Inhabitants of Vinalhaven, Me.*

A contract with a school teacher by a person not authorized may be ratified by those having authority, either expressly or by acts. *Denison vs. Inhabitants of Vinalhaven, Me.*

Authority to hire teachers was conferred on the school committee, unless the town otherwise vote, a contract with a teacher, made at their request by the superintendent of schools, is valid. *Denison v. Inhabitants of Vinalhaven, Me.*

A contract for the employment of a teacher which stipulates that the teacher agrees to teach the winter term for a specified compensation and agrees to teach the spring term "providing satisfaction is given the School Board," authorizes the School Board to dispense with the teacher's services for the spring term on their being dissatisfied with her work during the winter term and so notifying her before the commencement of the spring term. *Kingston v. School District No. 5, Decatur Township, Mich.*

Where plaintiff was engaged as school teacher at the beginning of the second term of the school year at the annual salary, it will be presumed that the contract was to end with the year. *Denison v. Inhabitants of Vinalhaven, Me.*

Construction of School Buildings.

Where a schoolhouse has been authorized by a vote of the people, the school directors may make levies from time to time to build such a building as was directed by the vote, or as the directors, in their discretion, determine to build, in case the character and price of the building were not determined by the vote taken. *People v. Peoria & E. Ry. Co., Illinois.*

Where school directors contracted for the construction of a school building at a cost in excess of the constitutional debt limit of the contract, the indebtedness created by the contract was valid to the amount of such statutory limit. *People v. Peoria & E. Ry. Co., Illinois.*

That school directors contracted for the erection of a school building, the cost of which exceeded the constitutional debt limit of the district, was insufficient to invalidate a levy for building purposes otherwise valid. *People v. Peoria & E. Ry. Co., Illinois.*

The law authorizes district school directors to levy an annual tax on all the taxable property in the district, not to exceed $2\frac{1}{2}$ per cent. for educational and $2\frac{1}{2}$ per cent. for building purposes; and prohibits any school district from becoming indebted to an amount, including existing indebtedness, in the aggregate, exceeding 5 per cent. of the value of the taxable property therein, and declares that any school district, before incurring any indebtedness as aforesaid, shall provide for the collection of a direct annual tax sufficient to pay interest on the debt as it falls due, and to discharge the principal thereof within 20 years. Held that, where a school district issued and sold bonds for a part of the cost of a schoolhouse, it was authorized, after the construction thereof, to levy an annual tax, not exceeding $2\frac{1}{2}$ per cent. of the taxable valuation of the district, not only for the

payment of interest on such bonds, but to create a sinking fund to pay the bonds at maturity. *People v. Peoria & E. Ry. Co., Illinois.*

Non-Residents and School Attendance.

A decision of school directors that certain children are not residents of the district and entitled to attend school therein cannot be reviewed by a court and jury. *Commonwealth v. Wenner, Pennsylvania.*

A foster parent is entitled to mandamus to compel the Board of Education to admit his child to attendance without payment of tuition, though the child may not have been legally adopted under the law. *McNish vs. State of Nebraska.*

Under the law a bona fide resident of the district who is a foster parent of a child of school age can compel the Board of Education to admit such child to attendance without payment of tuition in the public schools of the city in which such foster parent resides. *McNish v. State of Nebraska.*

Bible Reading and Prayer.

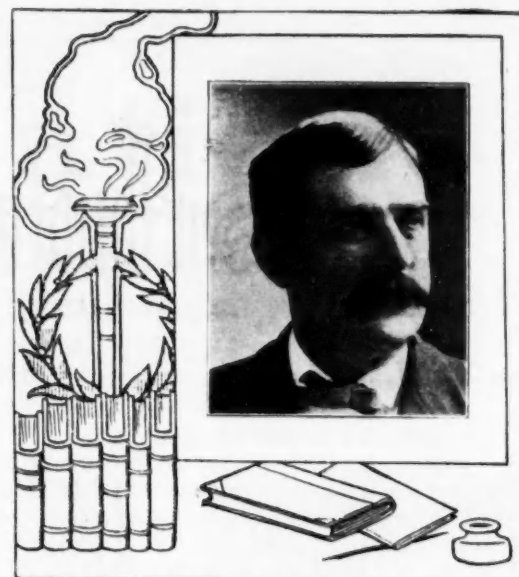
A prayer offered at the opening of a public school, imploring the aid and presence of the Heavenly Father during the day's work, asking for wisdom, patience, mutual love and respect, looking forward to a heavenly reunion after death, and concluding in Christ's name, is not sectarian, and does not make the school a "sectarian school," within the law prohibiting the appropriation of educational funds in aid of sectarian schools. *Hackett v. Brooksville Graded School District, Kentucky.*

A public school opened with prayer and the reading without comment of passages from King James' translation of the Bible, during which pupils are not required to attend, is not a "place of worship," within the meaning of the law providing that no person shall be compelled to attend any place of worship or contribute to the support of a minister of religion. *Hackett v. Brooksville Graded School District, Kentucky.*

The King James translation of the Bible, or any edition of the Bible, is not a sectarian book, and the reading thereof without comment in the public schools does not constitute sectarian instruction, within the meaning of the law providing that no books of a sectarian character shall be used in any common school, nor shall any sectarian doctrine be taught therein. *Hackett v. Brooksville Graded School District, Kentucky.*

New York City. The right of a teacher or other employe of the Board of Education to hold several positions in the schools at the same time has been questioned. Andrew I. Albert, a stenographer in the Board of Education, was appointed a teacher in one of the evening schools last winter while performing his regular work. His salary as teacher was, however, held up by the city comptroller on the contention that the charter prohibits any employe to draw two salaries from the city. Mr. Albert then took the matter into the courts and won the suit in the lower court; the judge holding that the charter provision does not apply, since the board is a separate corporation. An appeal has been taken. The matter is of great importance, since it will determine whether teachers and principals in the day school can legally hold positions in the evening or vacation schools.

San Francisco, Cal. The city attorney has rendered an opinion that the city supervisors have no right to enact an ordinance creating a jury to pass upon competitive plans for school houses. The city charter provides that the board of public works shall examine plans, etc., for public buildings and furnish information for use of the supervisors.



SUPT. EDWIN H. MARK.
Louisville, Ky.

Who will entertain the Department of Superintendence.

Kansas. The School Boards of the State of Kansas will henceforth be fortified against teachers who break their contracts. The new law, copies of which are being sent out by State Supt. I. L. Dayhoff, contains the following provision:

"Any certificate issued by the State Board of Education, regents of the State Normal School, county board of examiners or city board of examiners may be revoked by the body issuing the same on the grounds of immorality, gross neglect of duty, annulling of written contracts with boards of education and district boards without the consent of a majority of the board, which is a party to the contract, or for any cause that would have justified the withholding thereof when the same was granted."

Toledo, O. The city solicitor recently ruled that the teachers are not entitled to pay for attending the annual institute recently held. It is likely that the matter will be taken into the courts. The teachers will in all probability pool their interest and employ an attorney to conduct the fight for them.

Elgin, Ill. A temporary injunction has been filed against the Board of Education to restrain the purchase of prison-made school desks. The petitioners contend that the school funds cannot be perverted to aid any other state fund, under the constitution.



Do you expect your son to become proficient in the classics while at college?

No.

Football!

No. All I want is for 'em to give him a good hazing, an' maybe take some of the conceit out of him.

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The Keynote of Manual Training.

By Charles S. Foos, Superintendent of Schools, Reading, Pennsylvania.

Perhaps the most decided recent tendency in the evolution of the public school curriculum is toward the utilitarian—that education, that development, that training, call it what you will, which fits boys and girls for the practical duties of life and helps them to become bread winners.

This is not to be wondered at in this industrial age, when one-fourth of our people are interested in mechanical pursuits, for education in a general way usually reflects the spirit of the time.

This utilitarian tendency, although it did not lead to the establishment of manual training schools, influenced, I think, their wide dissemination, in spite of the protests of many educators, who declare that the object of the manual training school is not utilitarian, but intellectual, aesthetic, and physical, but especially aesthetic.

Perhaps no element in education is so little understood as manual training. People in general even now think that its object is to lead to the trades. That it has not done this and does not even pretend to few school men deny.

Manual training in this country may be said to have begun with the Centennial Exposition in 1876, when in her exhibit Russia exemplified the Moscow system of manual training school, showing the value of tool training as an element in education.

American educators became interested at once and in a comparatively short time the Massachusetts school of technology had established a manual training department in that institution.

In 1880, a manual training school was organized by private enterprise in St. Louis. In 1884, this motor phase of education secured an entering wedge into the public school system of this country by the establishment of a manual training school at Baltimore. Philadelphia followed in 1885. In the past 20 years, manual training schools or departments have been opened in connection with the common schools in nearly every city and town of the country.

Keynote of Manual Training.

The keynote of manual training as now taught is culture—mental discipline. Its aim is not to turn out mechanics or specialists in any vocation, nor to produce a finished piece of work, but to instill mechanical principles for mental development only.

Its aim is to bring out all the faculties, to encourage the creative rather than the imitative, to lead to orderly thinking and logical doing, to express thought in a concrete form, to educate the whole man.

The fact that the mind collaborates with hand and eye in turning out a piece of work is not proof positive that the whole man is being developed.

The fact of the matter is that the impartial observer discovers in manual training only another element in the educative process and not a substitute system. Its value is supplemental.

What it Teaches.

Where properly correlated in the course of study it has, in my opinion, a decidedly utilitarian value in that it teaches the names, the uses and the care of tools.

It necessitates familiarity with wood and metal; it unfolds various mechanical principles, not only in drawing, but at bench, forge and machine.

Like mathematics or science or language it has a specific educational value in that in the construction of work creative power, logical processes and directive skill are involved.

It entails accuracy of measurement, precision

of adjustment, delicacy of manipulation, exactness and care in detail.

It has, too, a sociological value. It dignifies labor and lays the foundation for a better manhood; it brings out many who cannot adapt themselves to the regular course of study. Although many of its advocates disclaim any such intention, it should be one of the means of sifting and sorting pupils with reference to their life vocation. I am not in sympathy with the contention of the enthusiast whose cry is: "Do not demean motor education by debasing it to utilitarian ends, but permit its high and noble purposes alone to remain—the development of the aesthetic and artistic."

The discovery by School Boards of this attitude of the educational people has had a reactive effect on manual training and led to the modification and abridgment of manual training courses.

In most schools it now takes its place by the side of Latin, rhetoric, mathematics, and so on, and the time devoted in such a school as the Philadelphia Manual Training School is one-third to manual training and two-thirds to academic subjects. This is not to be deplored, however, since motor education is simply finding its place in and adjusting itself to our educational curriculum. Without the regular school course, it is more harmful, in my opinion, than helpful.

This demand to industrialize manual training and make it more utilitarian becomes more and more insistent, and to me it does not seem a pedagogical crime, even though we depart from the original intention of its authors. Original intentions are not infallible. Of course, I recognize the fact that this is approaching differentiation, specialization, in education, and that education should be general, fitted to all. Our higher schools, however, have always differentiated to a more or less extent.

Paves the Way to Trades.

Our forefathers founded preparatory high schools so as to fit students for the ministry; a later generation introduced bookkeeping and a commercial course, to train young people for business; so with other courses in our high schools. Why should we not, in conformity with the spirit of the age, pave the way to the trades?

How far we should go in this industrialized manual training; how nearly it should approach the trade school, I am not prepared to say at this time.

In fact, this is largely a local question, which the future must determine.

Should Make a Beginning.

I think that the time is not yet for an out-and-out trade school under the public school system, but I do think we should lay a foundation that could be built upon in the regular trade school and the shop. This tendency toward the industrial should, however, go step by step.

It is unwise to jump into the unprepared. Undertaking the unprepared leads to failure. Educators are not always safe leaders; they are unwilling to bide their time; they often run counter to the hard sense of the community. The result is a clash. Then it is that many a good thing is called "a fail." Every phase of education should be the result of a continuous process.

The trade school problem is shaping, and another decade may decide the question. The strong argument for it is the decadence of the apprentice system and the importation of foreign workmen.

The Objections.

The objections now urged against public trade schools, are that the common schools are for general education only, branches valuable as much to one as another; that special education is contrary to the spirit and intention of the founders of public education; that it creates a surplus of workmen; that it turns out men insufficiently trained; that the day of apprenticeship is not gone by; that all-round men are not needed; that it will tend to increase child labor; that it favors one vocation in distinction to another; that it would flood the market with a crude product; that it would help only the better class, who wish to go into manufacturing; that its cost with properly equipped shops would be enormous; that it would after all reach very few of the 85 per cent that leave school before they enter high school; that it would encounter the oppositions of union labor.

Several of these objections to the trade school may be formidable, and, until they are removed, it seems to me, the manual training school can do much without departing from the fundamental principles of popular education.

Manual training may be helpful to all pupils who may elect it, may be the means of adjusting many pupils to life, it unquestionably has a reflex influence for activity on the academic work.

Trade Schools for Philanthropists.

For the time, at least, the trade school may be left to philanthropy and private enterprise, or this work may undertaken by the state rather than by the individual school district. The question is evolving. Time, patience, and thought will solve it.

The history of industrial education is interesting. Germany and other European countries are in advance of the United States on the question. The continuation school in Germany for those employed in trades is very popular, but our evening school, some of us are hopeful, may take the place of these in our own country.

The European schools for workmen in special trades and for special groups in trades are very popular. In our own country, the New York Trade school, founded by Col. Richard Auchmachty, and the Williamson school, near Philadelphia, represent two types of trade schools—the former without and the latter with intellectual instruction.

A higher class of institutions like the Drexel Institute, Philadelphia, and Pratt Institute, New York, equip men as efficient foremen and superintendents; the textile schools in Philadelphia and Lowell train men to carry art into texture and to understand the chemical elements of materials; and the advanced technical schools of the colleges turn out men for leadership in the industries.

The city of Lincoln, Nebr., is reaching out for the best things that go to make the present child the future good citizen.

Under the able guidance of Superintendent W. L. Stephens, the schools are taking front rank.

Manual Training and Domestic Science have been established in three of the grammar schools and as rapidly as possible the other schools of the city will be similarly equipped.

Nor is this all. Superintendent Stephens, in connection with County Superintendent O. R. Bowman of Lancaster county, holds a joint two-weeks' institute each year. This year two Wisconsin educators, Dr. O'Shea and Prof. Cheever, occupied the platform.

School Directors, Duties and Responsibilities.

By Erasmus Wilson.

What are school directors for?

Have you ever asked yourself this question, or talked with your neighbor about it.

Maybe you think the office too insignificant to bother with, yourself, and willingly allow it to go to whoever will take it?

Or do you consider it a purely political office and vote for the man on your party ticket, regardless of his fitness for the position?

It is generally regarded as the most insignificant of the various township or ward offices, and for that reason there is not much interest taken in it, nor it is much sought after.

But when you come to think of it in all seriousness you cannot help concluding that it is a most important office since it has to do with the welfare of your community in general and of your children in particular.

Is there anything more important than this? Are you not interested in your children, and in your neighbor's children? If not you are not interested in anything that is worth while.

What should be the aim of life if not to make the world better? And what greater thing can be said of a man than that the world is better for his having lived and wrought in it?

Whose names stand out most clearly on the list of really great men? By all odds those who have helped mankind to become gentle, refined and generous. Nor will these ever grow dim for they are wrought in living material and not in marble, or bronze, or gold.

What does the average school director know about schools, anyway? Or what does he care? Does he understand and appreciate the responsibilities of his office?

A man may be a good farmer, mechanic, and citizen, and yet not be well qualified for the position of school director. Indeed, there are not many men in any community who are fully qualified to become good, all-round school directors.

There are men who are well fitted for caring for the school house, and school property, who know very little about the essential qualifications of good teachers.

And there are others who can judge of the fitness of teachers, but are at a loss when it comes to the care and management of a school.

Then there is the crank who has notions of his own, so entirely his own that no one ever wants to share them. He is usually of the persistent sort, and often inclined to oppose anything that he does not himself suggest.

The crank, however, is a necessity, for without him the tendency of things would be to stand still instead of moving forward.

You know what a flutterment a loose crank creates in a mill or shop, and how it scatters things about and turns steady-going wheels and things around.

It is the mission of the crank to break up the settled order of things, and thus enables the progressive, quick-steppers to get out of ruts into which the even-going, conservative ones have settled.

Give the crank his due, for he has a most important mission. We may not realize what it is, and just at the time we may think him a disturber and more or less of a nuisance.

A disturber he surely is, a disturber of the settled order of things, therefore a promoter of activity, and activity means progress and improvement. He may not always be right, but he is always doing something.

Is the average school director "onto his job," as the saying goes? Does he know what he is there for? Has he the welfare of the school at heart or does he merely want to hold office?

And then it is said that some seek the office in order to secure election of persons in whom they are interested to positions in schools. And it is even said of some that they promise to support certain applicants if their friends will vote for this or vote for others in whom they are interested.

In this way, it is held, incompetent teachers find their way into schools, and are kept there.

Let us hope that this sort of thing is not as common as some would have us believe.

If you were a stockholder in a bank or other business enterprise, would you favor the election of men as directors who knew nothing about the business, or had shown no aptness in the management of affairs of a similar nature?

Would you choose a school for your children that is directed by men whose moral character is bad, or whose reputation is not good?

Why then do you elect school directors whom you would not have direct the morals of your children?

Pupils are taught to look upon directors as men worthy of respect and of being taken as examples.

If these men swear, drink, and are in anyway disreputable, are they not likely to do more harm than good?

This brings the matter up to the voters.

There is no more important nor more responsible office in the country than that of school director. It is not, or at least it should not be, a political office, for it hasn't anything to do with partyism of any kind.

If mistakes are made in other offices they can usually be corrected without much trouble or loss, but not so in this office. When mischief is done it is well-nigh impossible to make amends, for it has affected the character, lives, or learning of many children.

The school director may have more influence on the lives of men and women than the preacher, and he certainly has more than the doctor, the lawyer, the councilman, or even than the legislator, because he is helping to form the characters of the men and women who are soon to take their places in the middle of the stage.

Wouldn't it be a good plan to have schools for school directors?

They have directors' associations in some cities, and once a year the county directors meet with the teachers in a mass institute for one day only, and listen to appropriate addresses.

This is entirely too meager, and usually too prefatory to be of much use.

Wouldn't it be better to have instructors visit the school districts occasionally and hold district institutes in which directors, parents and pupils could take active, speaking parts?

This would seem to be practicable, and certainly it would be practical, and ought to lead to good results.

MERIT SYSTEM INTRODUCED.

Cincinnati, O. The so-called merit system of appointing teachers has been introduced. All applications for positions must be filed with the superintendent of schools and must include a record of the education of the applicant, pedagogical training, and professional experience signed by the proper authorities.

Applicants without experience must cadet at least four months in three schools under the direction of the principal and must submit an outline of the work done by them every fourth week to the superintendent. Lists with the names of persons eligible for appointment in the order of their merit will be arranged by the superintendent. The use of any influence other than merit in securing an appointment will be considered unprofessional.

In the appointment of special teachers of German, music, physical culture, penmanship, drawing, manual training, cooking and sewing preference will be given to graduates of recognized schools on those subjects.

EXAMINATIONS AND PROMOTIONS.

Macon, Ga. The School Board has adopted the following rules to govern the examination and promotion of pupils:

"Written reviews on the several subjects taught shall be held monthly in every class except the first, the subjects being taken up in turn; but pupils shall be graded on all work, whether oral or written, a record of which shall be kept by the teacher. On the last Friday of each month a report indicating attendance and deportment and expressive of the teacher's judgment of the character of the work done by the pupil in each study shall be sent to the parent or guardian. 'Good' and 'Excellent' shall be indicated by blank spaces; 'Fair' and 'Poor' by their initial letters. It shall be the duty of the teacher at the end of each month to report to the parent any persistent misconduct or continuous neglect of studies.

"A pupil whose record in any study shows as many marks as blank spaces shall be required to stand a final examination in this subject as a test for promotion; otherwise the pupil shall be excused from examination in this subject unless 'fairs' and 'poors' towards the close of the term indicate a neglect of duty.

"For persistent misconduct during the year, a pupil may be required to stand one or all examinations as a punitive measure.

"Class promotions shall occur annually at the close of the term. They shall be made upon the teacher's judgment determined by the yearly record and the final examinations."

"A pupil who has failed in the June examination may be permitted to stand a second examination at the opening of the next term; the pupil shall be required, however, to give evidence of having made preparation during the summer.

"Special promotions may be made by the principal at any time during the year upon the teacher's recommendation."

Pittsburg, Pa. The promotional examinations for determining the salary increases of teachers are being severely criticized by the Teachers' association. Only 57 per cent. of the teachers who recently took the examinations succeeded in passing and so obtained the advanced standing. It is claimed that many of the most proficient teachers failed and that gross injustice was practiced by the examining committee.

Milwaukee, Wis. Superintendent C. G. Pearse has permitted Jewish teachers and pupils to observe the Day of Atonement by excusing them from attendance at school.

WHY DO
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By Isaac

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The School Superintendent.

WHY DO SO MANY PUPILS LEAVE THE HIGH SCHOOL IN THE FIRST YEAR.

By Isaac Thomas, Principal of High School, Burlington, Ia.

Statistics on this question are almost wholly valueless because they touch upon only the superficial, local and temporary elements in the problem. The real causes of the defection from the high school lie deeper, are more fundamental. I shall name only these, all applying to the teacher or the teaching and all, therefore fundamental.

First, the predominance of women among high school teachers, *ceteris paribus*, this predominance is harmful simply and solely on the ground of sex, harmful to the girls and absolutely disastrous to the boys.

Second, as a corollary of the first, the general character, professionally speaking, of the teachers in the high schools. I do not attach much importance to the fact that these teachers—as a body—are untrained in pedagogy and psychology, for in a properly sized high school under the care of a good principal an inexperienced teacher will gain more in one year's actual teaching than any agency for the training of teachers we now possess in this country could give her in all the years of its course. But that the high schools should be at the mercy of makeshift and stepping-stone teachers is indeed, a serious thing.

Third, the uneducated specialist. A certain amount of specializing among teachers in the high schools is necessary, but the extent to which that is being carried is working evil every day. Under the care of this specialist two things happen: (a) his subject is viewed without regard to its relation with other subjects, of which he knows little or nothing; (b) he cares only for the development of his *subject* and loses sight of the pupil, his motto becoming, "the pupil for the subject, and not the subject for the pupil."

Remedies: First, the employment of fewer women as teachers in the high school; second, a competence secure enough to induce men to enter the profession of teaching as a calling; and third, the education and humanization of all specialists.

PENSIONS FOR AGED TEACHERS.

Old age plays havoc with usefulness, says the Indianapolis Sentinel, and it is a sad reflection that when the twilight of life comes man, perforce of necessity, must continue his labors. The good that he can accomplish then, with the shades of night fast falling, is of doubtful quantity and even more doubtful quality. He wears himself out and his labors are for the most part fruitless. He has reached the point of "diminishing returns."

Nowhere is this more vividly illustrated than in the public schools of the nation. Aged teachers impede the progress of alert and ambitious pupils. It is regrettable, but it is true. Officials of schools and institutions of learning verify the statement.

But humanity is not without its sentiment. In these days of strenuous commercial activity, when a competitor is looked upon as legitimate prey, it is perhaps unusual to assert that senti-

ment still exists. Nevertheless, if it is anywhere to be found it is to be discovered in educational circles. Here it is fostered and cultivated, and here it has a provable existence.

But its presence does not interfere with reason—it tempers it. Reason indicates that the aged teacher is not the capable and proficient instructor that the younger teacher can be, and experience adds its measure of weight to prove the conclusion. Superficially considered, it might seem that the more experience the greater the teacher's value, but progress is greater than experience. New methods and new ideas are of more value than the experience that makes a teacher a good instructor of old ideas by old methods.

The pupil demands the first consideration; he is to be the man of to-morrow, and he must be equipped to make the race of life.

But with it all there is honest regret when the time comes for the old to make way for the young. And there is reason for the regret. A career that has been devoted to the instruction of the young should not be permitted to pass out into poverty and want in the evening of its life. It is wrong, it is against humanness and against all the nobler sentiments of the human heart.

The old teacher, who has served faithfully for years, has not been paid for all the good he has done by the mere wage he has received. The community owes him more. It owes him protection from want and it owes him provision for his old age. He has finished his work, he has run his race. It has been a good work and a good race, and the reward should come to him in the form of substantial appreciation that will permit him to retire and live comfortably the balance of his days.

The way to accomplish this is to give the aged teacher a pension. He deserves it as much as a soldier deserves it—for he has made the soldiers of the nation, of its peace as well as of its wars. He has made the mold in which the present is cast; it is good because he made it good. The debt to him is a perpetual debt, and neither salary nor pension can discharge it. But—at least when his years are many and Time has passed its wrinkling hand across his brow and laid its frost upon his locks—comfort can be provided for his declining days.

Provision should be made in Indianapolis for the pensioning of the aged teachers. In truth, it is the first demand upon the public. It should have precedence over the movement to increase the salaries of active teachers. The old are not with us long, and the young—they are with us ever. The matter demands serious consideration.

AMONG SUPERINTENDENTS.

The State Teachers' Association of Iowa, will hold its annual convention at Des Moines, Ia., December 26th to 29th.

Among the well known educators who will deliver addresses are: State Superintendent W. W. Stetson, Augusta, Me.; R. G. Moulton, University of Chicago, State Superintendent J. F. Riggs of Des Moines. Professor M. G. Brumbaugh of the University of Pennsylvania, will speak upon "Americanism in Porto Rico."

Evanston, Ill. In order to stimulate the interest of students in public affairs and teach them the duties of good citizenship in a practi-

cal manner, a new system of municipal government will be introduced into the schools. The initiative in this movement of "school municipality," was taken by Professor H. H. Kingsley and he will be aided by the Evanston Woman's Club in carrying it out to a successful issue.

Cleveland, O. The board of education is seeking a successor to Superintendent Edwin F. Moulton who is about to retire. It is stated that Stratton D. Brooks of Boston is under consideration.

Dayton, Ohio. Permission has been granted to the superintendent of schools to accept invitations from other cities to make addresses before educational bodies. The absence of the superintendent must, however, not interfere with his official duties.

St. Paul, Minn. The high schools are so crowded that the school board has been obliged to request the erection of two additional buildings for high school purposes.

Milwaukee, Wis. The board of education has arranged a course of lectures to be given in the school buildings. The course is similar to those given in past years. The subjects treat of travel.

The city truant officers have been assigned as door-keepers and attendants at the lectures and will be allowed \$1.00 per lecture. The compensation of janitors, for extra work entailed by the lectures has been fixed at \$1.50.

Chicago, Ill. The board of education has under consideration a proposition to open the Normal school to non-residents. A high school certificate or an examination will be the only requirement for admission. A tuition fee is to be charged. If the plan is adopted, it will open an opportunity to students throughout the country to be certified as teachers.

St. Louis, Mo. Upon recommendation of Superintendent F. Louis Soldan, the courses of study have been revised with the object of simplifying the work.

In the first year English, algebra and biology are required of all the students; in the second year, English and geometry; in the third, English; in the fourth, English and history.

Newton C. Dougherty, Superintendent of Schools, at Peoria, Ill., has been indicted by the grand jury in that city for misappropriation of the school funds. In all 140 indictments have been brought against him and defalcation amounting to \$280,000 have been uncovered.

Mr. Dougherty is well known in educational circles and has, for some years, been a trustee of the funds of the National Educational Association.

Seattle, Wash. The school teachers are organizing a mutual benefit association designed to assist those of their number who are ill during the school year. The salary of teachers stops as soon as a teacher absents herself and the plan of the new association is to allow a fixed per diem during sickness. A membership fee of \$1 is proposed, with annual dues of \$2 to sustain the organization.

The first number of the Maryland Educational Journal, a new venture in the educational field, has made its appearance. The editorial department consists of advisory boards from the Teachers' Association of Baltimore and the Maryland Teachers' Association. Heartly endorsement from state and city school officials goes with the new publication.

(Continued on page 18.)

Among Boards of Education

RULES AND REGULATIONS.

Cleveland, O. The City Board of School Examiners has adopted a rule that all candidates for teachers' certificates must register one week in advance of the date set for examination.

Indianapolis, Ind. The school board has adopted a new rule forbidding all persons in its service to participate in politics. The rule reads: The policy of the board forbids employees from active participation in politics during political campaigns and no employee shall serve on the campaign committee of either party or engage in the work of primary political organizations during the day time. Any violation of this policy shall be deemed cause for dismissal.

Chicago, Ill. The school board has passed a rule forbidding teachers to make assignments of their wages. Since the passage of a new law making teachers' wages liable to garnishment considerable trouble has been caused by teachers who did not meet their obligations.

Milwaukee, Wis. The board of school directors has adopted a new rule making the study of German obligatory except in cases when the parents request that the child be relieved from this branch of study. The rule reads:

Instruction in the German language will be given in all grades between the kindergarten and the high schools. It shall be assumed hereafter, as classes are formed to begin this study, that parents wish their children to study German, unless the parents notify the principal of the school to the contrary. Pupils shall not be held back from promotion through failure to study German or to obtain a passing mark in it. Pupils who study German and who attain in it a standing not less than 70 per cent., shall be entitled to promotion without question when their standings are not below 70 per cent., in more than two other studies, and not below 60 per cent. in either of those studies, provided the excess of standing in German above 70 per cent. is not less than the total deficiency of standing below 70 per cent. in the other two studies.

Burlington, Ia. The board of education has adopted a new rule providing that complaints of parents against teachers should be filed with the principals. These latter are required to investigate and render impartial justice to the parties concerned.

In case either the teacher or the parents are dissatisfied with the judgment of the principal the right of appeal to the board is permitted.

The regulations governing examinations have been so revised as to exempt pupils in the first and second grade altogether and make arithmetic, geography and spelling the subjects for written examinations in the third grade.

The pupils in the remaining grades are to be examined at the end of each semester as before. A penalty of five points, to be deducted from the average standing of a pupil, is provided for the giving or receiving of aids in the examination.

Columbus, O. The School Board has refused to repeal an old rule which provides that deductions shall be made from teachers' salaries when absent. Sickness or death in the immediate family of a teacher are the only excuses accepted for absence under the rule, without loss of salary.

Boston, Mass. The school committee has under consideration a new rule which reads:

"No person shall hereafter be appointed an instructor or teacher in the public schools who is not, at the time of said appointment, a resident of the City of Boston; and every person so appointed shall continue to have a domicile in said city during employment as such instructor or teacher."

Waukesha, Wis. A resolution has been adopted by the School Board prohibiting the purchase of supplies for the schools from members of the board. The practice was considered questionable if not illegal.

Cincinnati, O. The board adopted the following rule: "Every teacher or employee of the board over 50 years of age, or hereafter reaching that age, shall be required to undergo physical and mental examination under the direction of the committee on hygiene and sanitation, to determine whether he is fitted to continue in the position at any time filled by him. Thereafter, each five years, such employee shall undergo examination in like manner, for like purpose. If at any examination, it be found that such employee is unfitted to continue in the position, said employee may be dismissed from the service, permitted to resign, or may elect to retire to the pension list, if there shall be such a list and he shall be eligible to the same by law. If the employee is found to be mentally and physically able to continue in the service of the board, he shall be preferred above all others for the position he then fills."

Dayton, O. The School Board has ordered the strict enforcement of the rules governing the admission of non-resident pupils and the payment of tuition. The principals were at the same time requested to investigate the credentials of all children whose right to attend the schools was in doubt. A committee suggested that the rules be so amended as to make the principals and the superintendent of instruction liable for tuition in cases of laxity.

AMONG BOARDS OF EDUCATION.

Boone, Ia. The board of education recently experienced great difficulty in holding some of its best teachers, among them high school instructors. Resignations were handed in during July and August. As a measure of protection the board passed a resolution to notify all teachers that no further resignations would be accepted but that the fulfillment of all contracts would be insisted upon.

Tower, Pa. The board was deadlocked for months over the election of a principal. The citizens appealed to the court and the latter gave the board a week's time to reach a settlement or step out of office. A settlement was reached.

Louisville, Ky. Gavin H. Cochran who was a member of the school board for thirty years died August 22nd, at the age of 80 years.

La Crosse, Wis. The board of education has consented to permit the State Medical Association to conduct a system of medical examinations in one of the schools. The association will select one of the buildings for weekly inspection. The purpose is to collect statistics for the establishment of a paid system of inspection throughout the state of Wisconsin.

Waukegan, Ill. The School Board has adopt-

ed a new covering for the school play grounds. It consists of nine inches of gravel topped by three inches of crushed stone. It is believed that the material, when once firmly packed, will not become muddy in wet weather.

Lorain, O. The school board has under consideration a unique plan for discouraging tardiness. It is proposed to award five stars of a certain color to the school in which all the scholars are present on time, for a day. When the same school reports no tardiness for two successive days, ten stars of a different color will be given. When forty stars are accumulated the school will be entitled to a half holiday. The plan is in use in several Ohio towns and is meeting with success.

Chicago is again facing a deficit of school teachers. Every available teacher will be in active service within a short time and it will be necessary to order a new examination to qualify candidates. Kindergartners are especially being sought.

Pittsburg, Pa. The committee on supplies and books has submitted a report showing that the average cost for school supplies for each pupil in the elementary schools during the past year amounted to thirty-four cents. An average expenditure of thirty-three cents was made for text books.

Atlanta, Ga. The rules of the Board of Education provide that non-resident pupils may not be admitted to the grammar schools. Pupils living in the city, whose parents or guardians, however, reside elsewhere, may be admitted upon payment of an annual tuition fee of \$50.

State Supt. C. J. Baxter of New Jersey has rendered a decision that the Board of Education at Gloucester, N. J., may legally use money, appropriated for a library fund, for the purchase of maps, globes, etc.

Racine, Wis. The Board of Education, recently appointed under the new city charter, has revised its rules so as to cut the number of standing committees from fourteen to eight. The action is part of a general movement to simplify and concentrate the work of the board.

A general crusade against unsanitary school houses in Indiana, or rather against the superintendents where such schools are found, is about to be opened by Dr. J. N. Hurty, secretary of the State Board of Health. Direct Radiation is the chief fault found, this giving no ventilation whatever. Other conditions in city and country school houses will be bettered.

Bowling Green, O. Injunction proceedings have been begun to restrain the Board of Education from paying the teachers of the city schools for attendance at the institute.

A Unique Reunion

Superintendent Enoch A. Gastman of Decatur, Ill., recently entertained at dinner at his home the three men who constituted the board of school trustees under which he first served as a teacher forty-five years ago.

Superintendent Gastman was then a young man just graduated from the Illinois Normal University and was employed to the third grade at a salary of \$270. At the end of the school year the district was without sufficient funds to pay its teachers and Mr. Gastman was obliged to depart for his home with some fifty dollars still due him. In course of time he was notified that the money was in the treasury. He accordingly directed that a draft on Chicago be bought and forwarded to him. This was in 1860, at the beginning of the war when the rotten banking system was falling to pieces. Before he could turn the draft into cash, the bank on which it was drawn failed and he was left with the paper on his hands.

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Free Text Books---Pro and Con.

By Hon. J. H. Ackerman.



"The free text-book question has been a mooted one for many years, and many arguments for and against the system have been advanced from time to time. Personally, I have not had the opportunity to inspect its practical workings, hence cannot speak from experience, so what I shall say on the subject has been gleaned from pedagogical literature and from the reports of state superintendents of states having the free text-book system, and from what my own judgment may dictate.

Economy Argued.

"The arguments usually given in favor of the system are: First, that it is more economical in that the parent of different families need not necessarily purchase a different text-book for each child passing successively through the same grade, as the same book can be used by several children, thereby materially diminishing the per capita number of books to be purchased, consequently the aggregate expense to the district is diminished. Again, that the state or district will be able to purchase books at wholesale rates, thereby reducing the per capita expense, and that book companies will gladly furnish books at a reduction, owing to the fact that the state or district is a responsible party and that fewer losses will be incurred.

"Second, the free text-book system tends greatly to make school work more efficient, as it enables the teacher to have all pupils supplied at once with the needful and necessary books, thus enabling them to begin their work immediately. As it is, they are compelled to await the action of the parents who may neglect or may not be able to supply their children at the first. Moreover, by having books for distribution at all times many more children will attend school for more days in the year, making a decided gain in school economy. To my mind the 'better efficiency' argument for free books is the strongest one that can be urged in its favor, and the one most general in the minds of its friends for its retention wherever adopted.

Uniformity Lessens Burden.

"Third, that in states not having state uniformity in the adoption of text-books used in schools the burden rests upon the parents who change from one county to another and from one district to another as the case may be, and probably are compelled to purchase one or more new books when the book already in the hands of the pupil will answer the purpose so far as the child's educational progress is concerned.

Opposition Arguments.

"The principal arguments in opposition to the free text-book system are in the main as follows:

"First, the school district has performed every duty incumbent upon it when it has provided each and every child within its jurisdiction school sites, schoolhouses and good teachers and all that pertains to good schools except books, and that it is the duty of the parents to bear the burden of furnishing the text-books; that a great principle is violated when the parent is not so made to feel his responsibility in that he will lose interest and fail to fully appreciate that for which he has made no sacrifice. All are willing to concede, however, that it is the duty of the district to furnish indigent children with books, and most states have made such provisions by legislative enactment.

"Second, that the system deprives the child

of a sense of ownership, one of the civic virtues that should be cultivated early; that he will not feel the same necessity of caring for the property of the district as he would of his own, and that of his own book he may retain possession of and prize the highest of his possessions as a remembrance of his happy school days. How many of us do not have a book or relic in our possession, and how hard it would be for us to part with it? May we not say that the ownership, and hence the possible retention, may so exert a moral influence on the child that is as great and far-reaching; that the aesthetic nature of the child is sacrificed at the time when it is the most responsive—namely, when he has just been promoted from one book to another, and every sense is alert in happy anticipation of that event which can never come to him—the possession of a new book—by giving him a book which is more or less defaced instead of one that is a delight to the eye.

Sanitary Conditions.

"Third, that the sanitary conditions are not observed by the system of free text-books, as a child is forced to use a book that may have been used by one not at all cleanly or by one afflicted by a contagious disease and in all probability transmitted by means of the book. It is true that in most schools where the system is in vogue the books are periodically subjected to a roasting process to minimize the danger of contagion, but many parents admit that there is a possibility of a germ or two which may not have been sufficiently roasted to make them harmless. Then, again, where the system is general many schools would entirely neglect to fumigate the books, and all sanitary precautions be neglected, with deadly results.

Favored in Some Cases.

"Summing up the arguments for and against free text-books, I am rather disposed to be not in favor of the system in states having state uniformity in the selection of its text-books, but would strongly incline toward its adoption in all cases in which text-books are adopted in any other manner. It is only fair to say, however, that so far as I know no state or district has returned to the old method after adopting the free text-book system, which is a strong argument in its favor."

TEACHERS' AGENCIES.

Dr. A. E. Winship who has the faculty of saying the right thing at the right time, recently made the following observations on the subject of "Teachers' Agencies":

This is the time of year when men and women who have been registered in teachers' agencies begin to enter complaints that they

have not had a square deal. It is a good time for a plain talk. You registered with a first-class agency in April, and paid \$2, \$3, or \$5 as the case may be. The agency did not guarantee you a position, but you seem to think it did. You told the agency just what you wish, and agreed that if it gets you what you wish you will pay, say, 5 per cent on the first year's salary. On a \$3,000 position that means \$150. If they could guarantee you a position they would take the \$150 when you register, but they could not. All that you paid was your share of a small part of the postage and clerical service. You have not paid one penny for the position you hope to get, nor for any guarantee of a position. They do a good business. You know that, and you hope they will do something for you. You invest a mere trifle on that hope. The hope to use you in filling some place. They would not bother with you for the trifling registration fee. They desire you to enlarge their assortment. They have no sense of responsibility for placing you.

The business of the agency is the fitting of men to places, not the fitting of places to men. A good agency manager is one who rarely lets a place slip through his fingers unfilled, he would be a chump who should aspire to having no man slip through his fingers unplaced. A good agency manager had on his hands twenty positions in one week, and he fitted men and women to eleven of them. That was a remarkable success. But he had 1,700 registered teachers to select from. That week there were 1,689 teachers left over for next week's efforts. Suppose each of this large number heard that eleven had been placed. Some of them would complain of being slighted. Suppose any season every teacher was placed! The thing is inconceivable. If an agency should come within 300 of giving every teacher a place it would have to close up business.

You think you are forgotten? No, never, the list is looked over every day, sometimes several times a day, and you are weighed up each time. The agency would like to recommend you, but a habit of naming a candidate who does not fit leads to the turning down of every one they nominate thereafter.

The manager of one of the largest and best agencies had three personal friends that he desired to place. He would have been willing to forego the commission, would even have been willing to pay something to place one of the three. He wrote hundreds of personal letters, called upon scores of men in an effort to place these three men. They were on his heart for six months, but to no avail. In the meantime he had placed one hundred and more for whom he did not care a fig. September came and he fairly dreaded to open his mail, or to hear a footstep, lest one of these men appeal pitifully.

There are radical differences in agencies, but every one of which I know gives its registered members all that is paid for, and some of them give many a heartache that is not paid for.

Canton, Ohio. The school board has passed a resolution providing that an election be held to determine whether or not free text books shall be supplied in the schools. This is the first election of its kind in Ohio. In all other cases the School Board has accepted the responsibility without referring it to the people.

THE AMERICAN School Board Journal

DEVOTED TO
School Boards, School Officials and Teachers.

WM. GEO. BRUCE, - - - Editor and Publisher.

MILWAUKEE OFFICE, - - - Montgomery Block
Entered as second class mail matter in the Postoffice at Milwaukee, Wis.

NEW YORK OFFICE, - - - 43-45 East 19th Street
W. J. LAKE, Eastern Manager.

ISSUED MONTHLY. SUBSCRIPTION, \$1.00 A YEAR

AN OBJECT LESSON.

The profession of school superintendence and the city of Peoria, both have suffered a great misfortune.

The trusted head of the public schools of the Illinois city, a man who has stood high among the school men of the country and been greatly honored by the National Educational Association has been indicted by a grand jury for forgeries, embezzlements and misappropriation of school funds extending through many years and amounting to scores, if not hundreds of thousands of dollars.

It is useless to assail the man; his punishment will be heavy—and for those who are bound to him—his family—too heavy. It is only one more illustration of a man's frailty—his some time lack of moral stamina, when confronted by evil opportunity. It teaches again the lesson that Lincoln had learned, when, receiving the first fee paid him as a member of a law firm, he separated the money into two portions, laid away his partner's share in a safe place, and, a week later, when the partner came back from the circuit, gave him the identical money which had been paid in by the client.

It teaches anew the lesson every school board and every public body should learn: that it ought to be made difficult for men to be dishonest. No man should be tempted by being allowed to handle without check, the money of others—of the public. Every one who handles public funds should make payments through an open and most careful system, requiring the visé or approval of some second official before any money can be paid.

It teaches school boards anew that school work should be organized into its proper departments: first—finance, purchasing and auditing; second—buildings, grounds and material property; third—instruction. The Superintendent, the executive head of the schools, and immediately in charge of the department of instruction, must be familiar with an adviser on school finance and about school buildings as well, but he should not be asked or allowed to have any direct connection either with the purchasing or the accounting.

If all school boards would adopt plans for management as carefully dividing duties and responsibilities among departments and department heads as is done in the rules lately adopted by the new school board in Milwaukee, such affairs as the one at Peoria would not occur.

THE WISCONSIN MOVE.

A law was enacted by the last Wisconsin legislature which provides for annual county con-

ventions of school boards. The expense of travel is defrayed by the state.

This law cannot fail in exerting a beneficent influence upon the educational interest of the state. No class of meetings held by teachers, county, state or national, can be so effective in achieving immediate results for the rural schools as can meetings of this kind.

The fate of the rural schools lies largely in the hands of the rural school directors. It is he who selects the teacher, the books and equipment; it is he who determines upon the kind of schoolhouse that shall be constructed; it is he who must consent to the centralization of the schools of his vicinity.

And none of these reforms, none of the progressive measures, none of the bare essentials for a progressive school system can be secured unless the school director is convinced of their utility and desirability. This conviction can be brought to him in no better way than through the personal contact with the educational leaders of the day and with the more progressive elements in his own county.

The school board conventions are an inspiration in that they awaken in the rural school official a higher conception of the cause of popular education; a better appreciation of the mission of the teacher; a clearer understanding of what constitutes a sanitary and utilitarian school house; a knowledge of needful and serviceable class room paraphernalia.

An exchange of ideas on the better things in school administrative labors must necessarily awaken in the individual school official a warmer and more sympathetic interest in the class room workers and in the things that make for a successful school. A sense of pride is stimulated and the ambition to do as well as the neighboring school district will be aroused.

The state of Pennsylvania has had upon its statute books for several years a law calling for county conventions of school boards. These have proven highly successful in the interest they have aroused and in the good to the schools that has resulted from them.

Other states might do as well to follow the example set by Wisconsin and Pennsylvania.

ECONOMY IN SCHOOL TAXATION.

The opinion of the National Educational Association as to school taxation, and to the distribution of the work of the teachers is worthy of consideration, and resolutions on the subject passed by the convention at Asbury Park follow:

"Your committee believes that the authoritative power for levying taxes for the support of schools should rest in the immediate directory of the schools, whether such boards are elected by the people or appointed by mayors or courts. They, however, urge the importance of definite statutory limits upon the amount of school tax levied, and that two distinct funds be created—one for the current expenses and the other for permanent building improvements; further, that the power of contracting debts for the school department be vested only in the people.

"Your committee believes that so far as the

cost of instruction is concerned, the management of school systems should consider carefully the question of the number of teachers necessary to do the work efficiently and thoroughly; the number of special teachers and the character and quality of the work performed; the efficiency and economy of the plant, i. e., the location and size of school buildings in so far as these questions pertain to the school expense, included under the head of instruction; the number of high schools, viewed from the standpoint of the relative cost to the municipality, and also as to whether in the evolution of any particular school system that the stage for this or that development has been reached. Interviews with most efficient and competent teachers who are engaged in primary and grammar school work, confirm the opinion of your committee that not less than thirty-five pupils nor more than forty-five pupils should be assigned to any one teacher. If the number of pupils to a teacher in any school system falls below the number of pupils on the average who can be efficiently and effectively taught, the result will be to increase the number of teachers who participate in the distribution of the wage fund, and thus inevitably decrease the amount of the wage fund that each teacher will receive. It is believed too, that this necessary increase in the number of teachers, while operating to reduce teachers' salaries, also operates by a well-known law in the direction of decreasing the efficiency of the teaching body in such a system.

"The so-called special teachers or supervisors of studies like music, drawing, calisthenics, manual training, sewing, domestic science, kindergarten, etc., are justifiable solely because the teachers in charge of the regular classes in the elementary schools have not yet been able to acquire the technical knowledge necessary to teach these branches of study, which have come into the schools comparatively recently. Therefore, these special teachers or supervisors who are assistants to the superintendent in charge of this special work should expend their energies in teaching the teachers and not in teaching the pupils."

SCHOOL BOARD EFFICIENCY.

A superintendent of schools in an Ohio town recently ordered six subscriptions to this journal for his school board and himself and gives his reasons for doing so, as follows:

"I have a good board of education," he writes, "but want it to be in touch with the best thought in school administrative labors. I know no better way to give it this than by sending them your journal. It will be a present from me, hence, send me the bill."

Incidents of this kind are quite common, therefore, we do not refer to it as a means of advertising this journal, but to illustrate a point which ought to appeal to the professional schoolroom workers.

It has been demonstrated, again and again, that with the increased efficiency of a school



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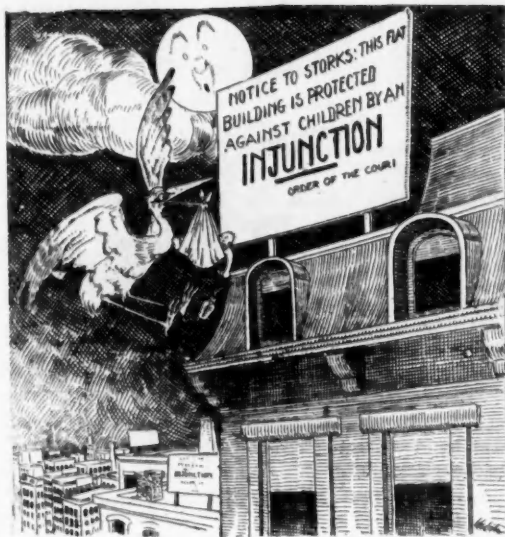
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Why the School population is restricted in large cities.

board there comes also a higher appreciation for the services of the professional factors. A school board that is largely in the dark as to progressive measures and methods is apt to assault the superintendent or principal for proposing them.

The progressive superintendent is only too frequently hampered for a lack of sympathy and appreciation for the things which he advances. Unfamiliarity is apt to breed premature prejudice and opposition.

The school director who is informed as to the movements on the part of boards of education throughout the land has also discovered that the superintendent is regarded as the educational expert of the school system and not as a mere employe.

He has also discovered that such superintendent and the professional workers under him are never obstructed or hampered in the things that go to make up a strong and efficient school system. He has further discovered that the professional workers enjoy the sympathetic co-operation and support of the school board in cities, towns and villages where such official bodies are made up of well informed and progressive men and women.

He finally discovers that the remuneration granted for professional services are in keeping with the nature, character and value of the services rendered.



The City of Birmingham, Alabama has made a large appropriation for educational purposes.

Thus, the professional workers of a school system should make for the things that will promote the efficiency of the school board and thereby make their own work more effective and agreeable.

THE SENSE OF PROPORTION.

Educational gatherings are frequently interesting when questions are debated in which the perceptive faculties, judgment and power of expression possessed by the participants, come into full play.

The sedate school board member, who is not particularly proud over the achievements of his own official body, may here witness some interesting incidents. The indiscreet debator is never missing; the man with exaggerated ideas is always on hand and the grand stand player pops up as sure as fate.

The same waste of time, the same degree of volubility and the same lack of a sense of proportion and the common fitness of things, which characterize the average school board meeting, may be found at the teachers' gathering.

This has been a frequent source of comment on the part of school board members who have attended educational gatherings. And yet the teacher, considering his or her every day occupation in life, is less apt to be equipped for debate in deliberative bodies than



Beginning to wonder what the Department of Superintendence will do.

the merchant and lawyer who predominate in school board deliberations.

The sense of proportion as applied to the theoretical and practical administrative questions is a quality worthy of cultivation by schoolmasters as well as by men in other callings of life.

Mr. Dwight H. Perkins, the new architect of the Chicago Board of Education, is taking aggressive measures to increase the efficiency of his department and reduce the cost of buildings and equipment.

Under his direction the manufacture of black-board frames, teachers' desks and other school equipment is being carried on in the repair department. It is estimated that a saving of 25 per cent. will be made on the articles turned out.

A further innovation proposed, and plans for which are being carefully worked out, is the erection of buildings by the Board of Education itself. The purpose is to free the board from the grip of the contractors. It is believed that a saving of \$500,000 may be effected annually by eliminating the "middle man."

New York City. The public lectures held under the auspices of the Board of Education were resumed during the month of October. More than 2,000 lectures are scheduled to be delivered in 140 centers, in the public school buildings and rented halls. More than 100 courses will be given, many of which are university extension courses.



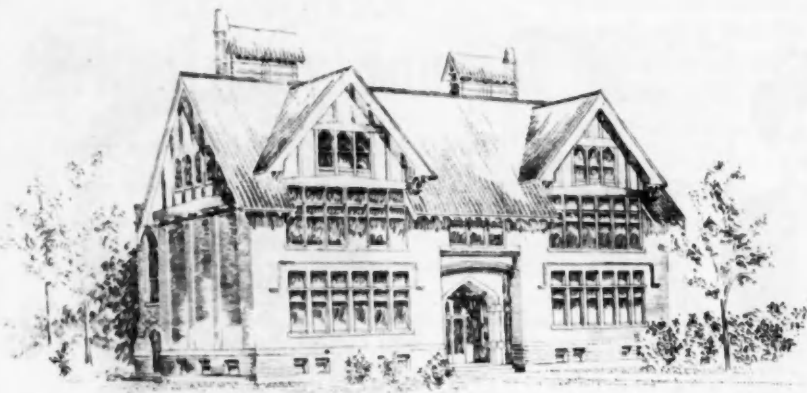
Apropos of the Osler theory. Will this youth take the place of Age?



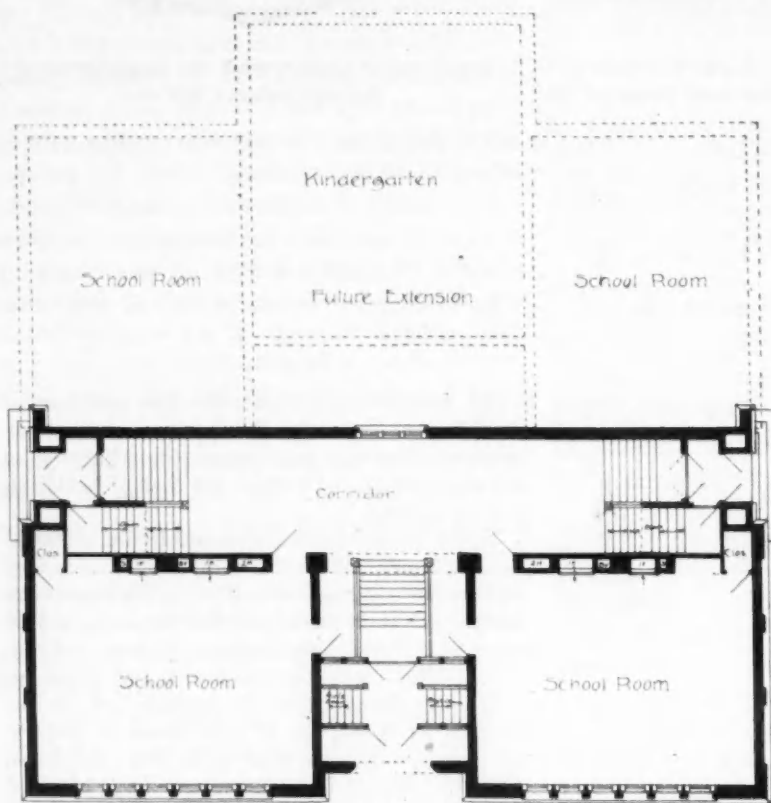
The Man behind the Gown; or Brains and Pretense.



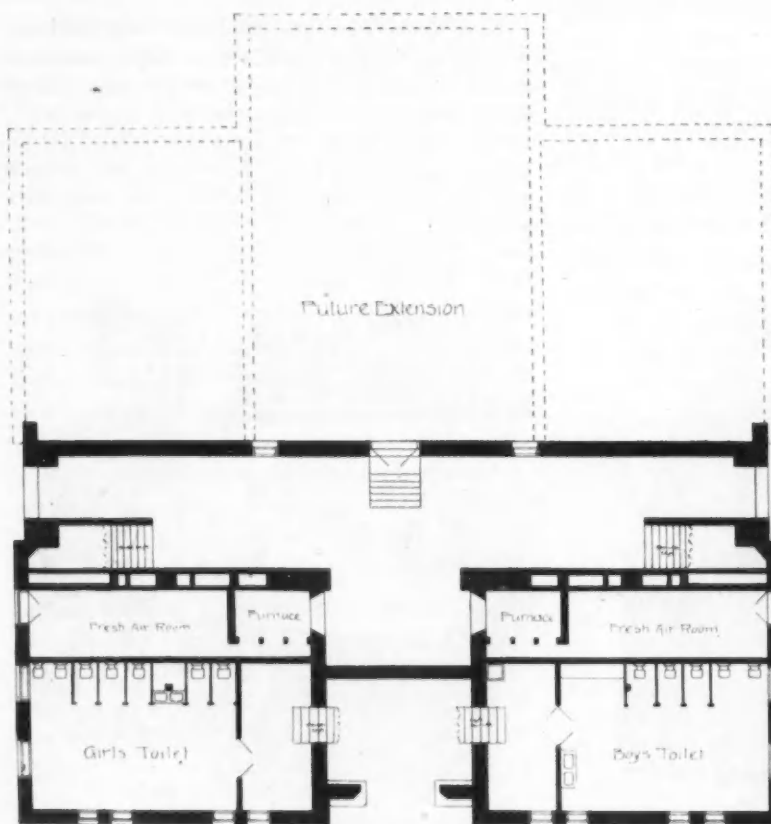
A Chicago Physician has told the School Board that education can be imparted through medicine.



NEW TENTH WARD SCHOOL BUILDING, MADISON, WIS.
Lew F. Porter, Architect.

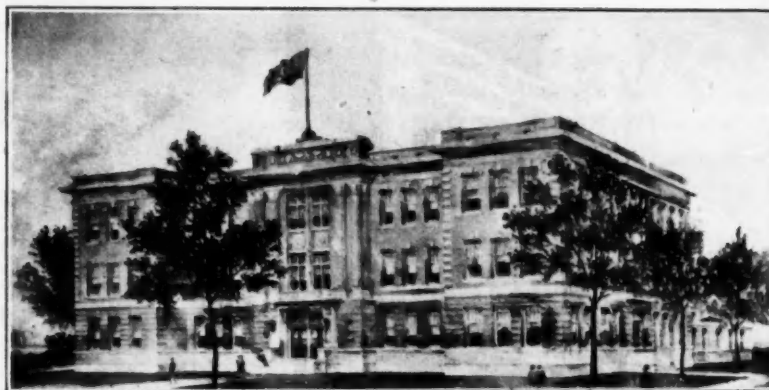


FIRST FLOOR PLAN, NEW TENTH WARD SCHOOL BUILDING,
MADISON, WIS.

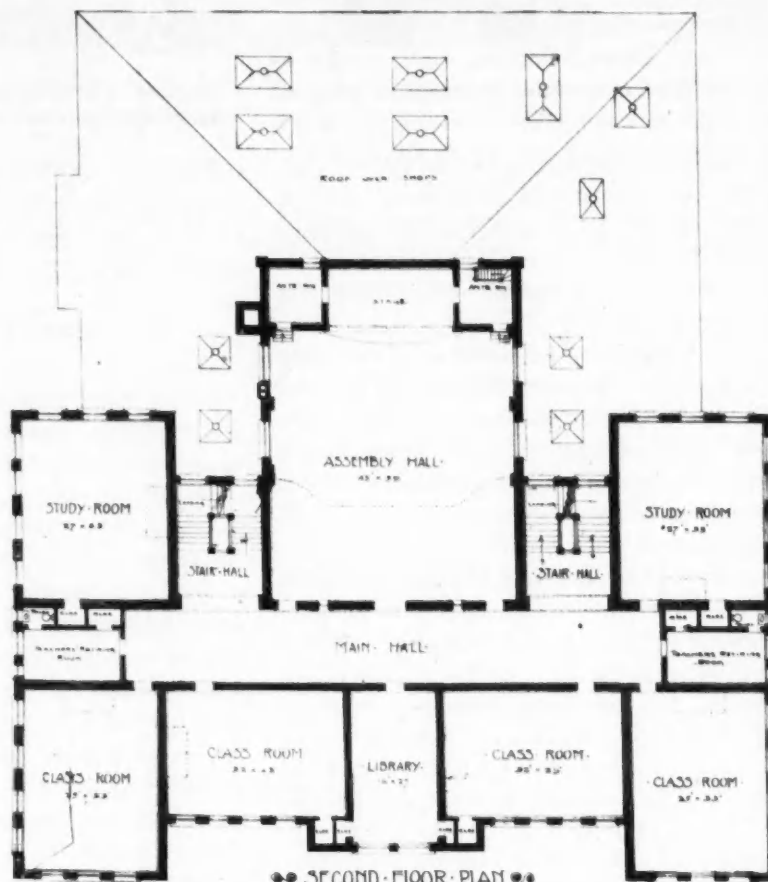


BASEMENT PLAN.

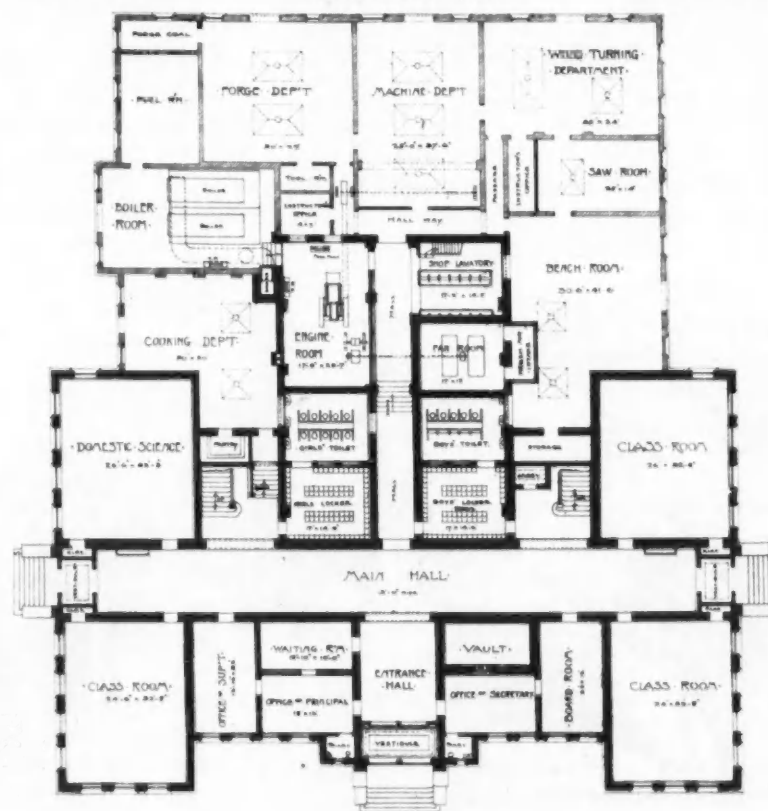
PLANS AND PERSPECTIVE, NEW TENTH WARD SCHOOL BUILDING,
MADISON, WIS.
Lew F. Porter, Architect, Madison.



NEW HIGH SCHOOL, PORT ARTHUR, TEX.
Wagner & Manning, Architects, Denver, Colo.
(See description, page 18.)

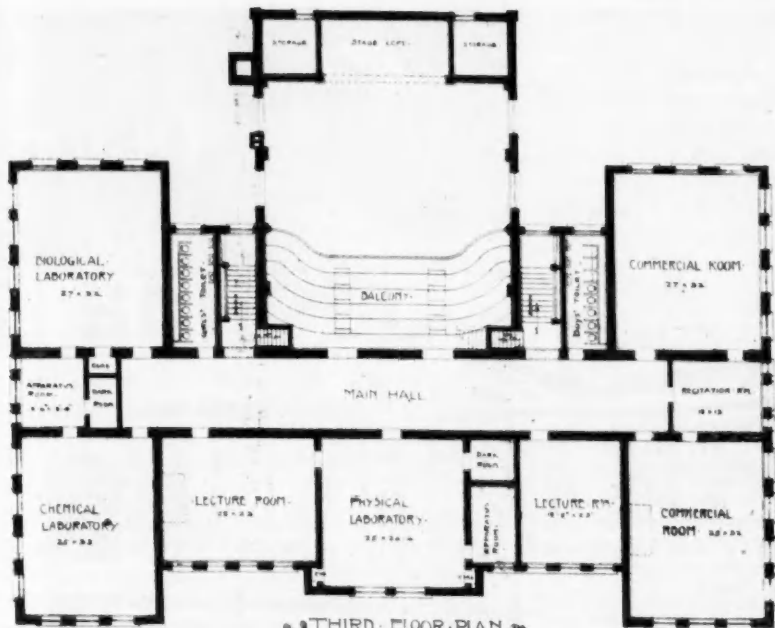


•• SECOND FLOOR PLAN ••

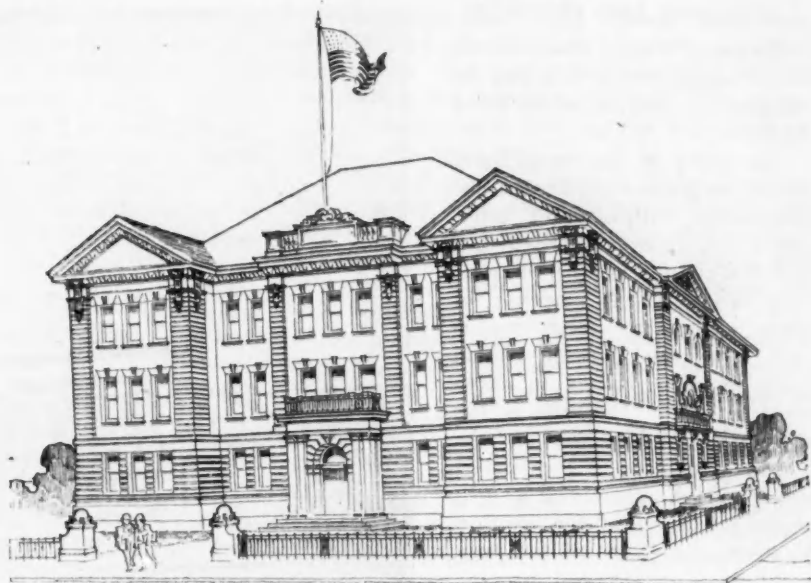


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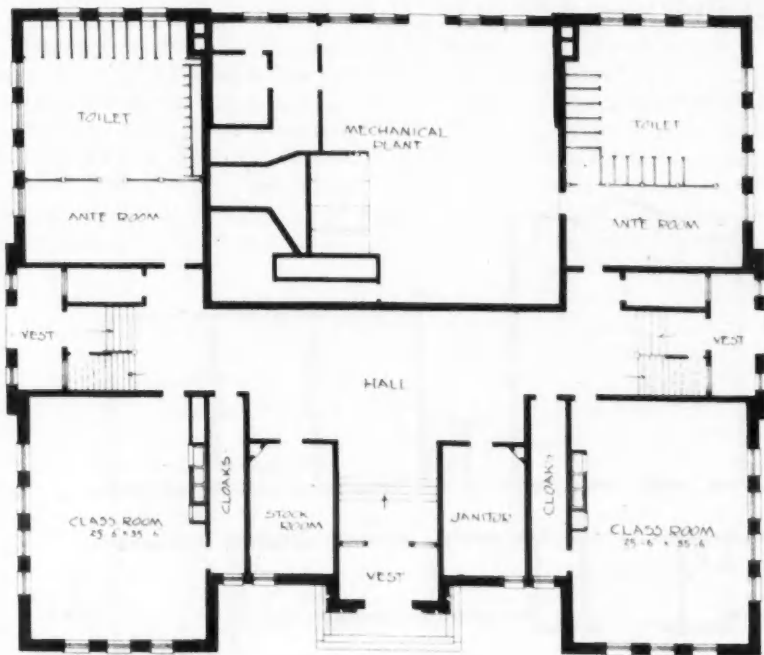
PERSPECTIVE AND PLANS, NEW HIGH SCHOOL BUILDING,
PORT ARTHUR, TEX.
Wagner & Manning, Architects, Denver, Colo.



THIRD FLOOR PLAN
PORT ARTHUR, TEXAS, HIGH SCHOOL.
(See plans and perspective on opposite page.)



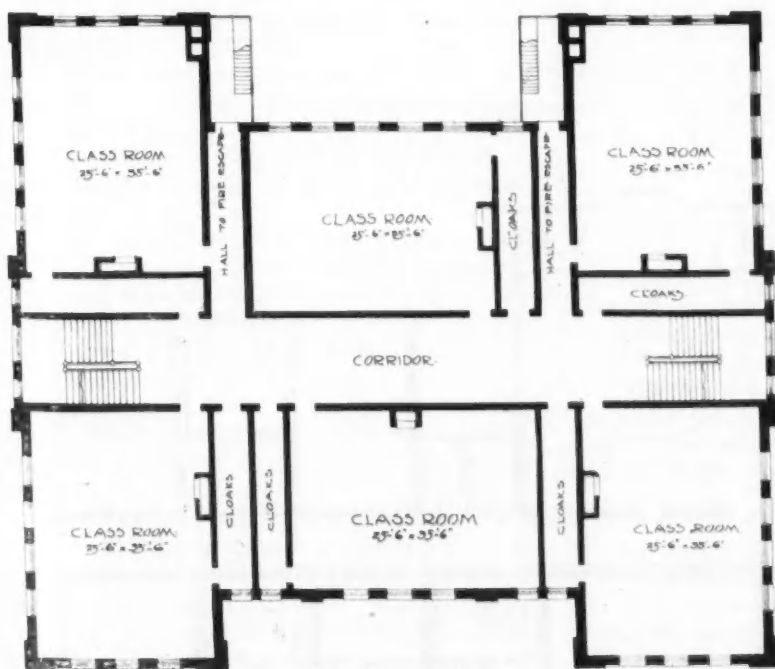
NEW FOURTH WARD SCHOOL BUILDING, ATLANTIC CITY, N. J.
S. HUDSON VAUGHAN, ARCHITECT.



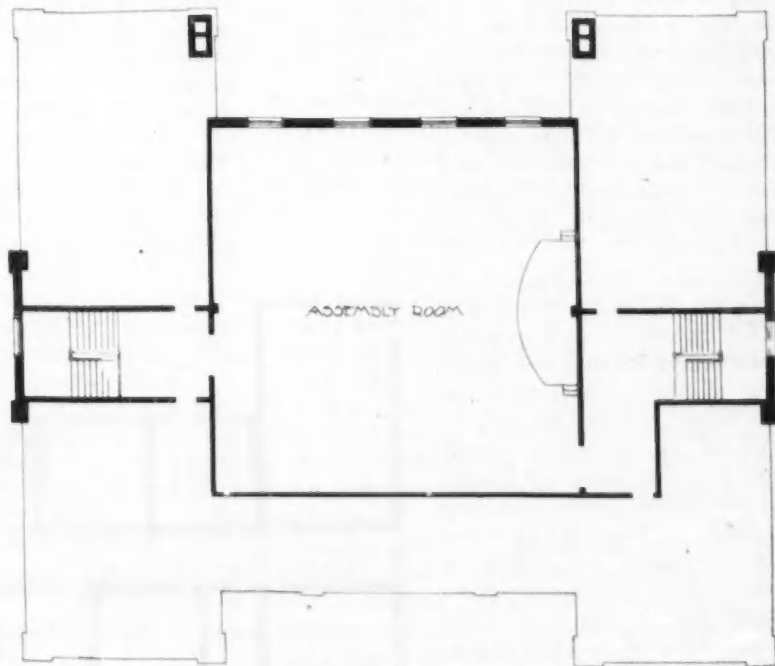
FIRST FLOOR



SECOND FLOOR



THIRD FLOOR



FOURTH FLOOR

PERSPECTIVE AND FLOOR PLAN, NEW FOURTH WARD SCHOOL BUILDING, ATLANTIC CITY, N. J.
S. HUDSON VAUGHAN, ARCHITECT, ATLANTIC CITY, N. J.

BUILDING AND FINANCE.

Tacoma, Wash. One of the daily papers makes this plea for the erection of brick school buildings:

The policy of the School Board should be to erect permanent and substantial buildings, of brick and stone, thoroughly up-to-date and first-class in every particular. The period for the erection of cheap, temporary structures is past, and the district should waste no more money in cheap construction. The best is the cheapest in the long run, and the financial condition of the district and the solid, substantial growth of the city warrant the erection of school buildings of the very best type.

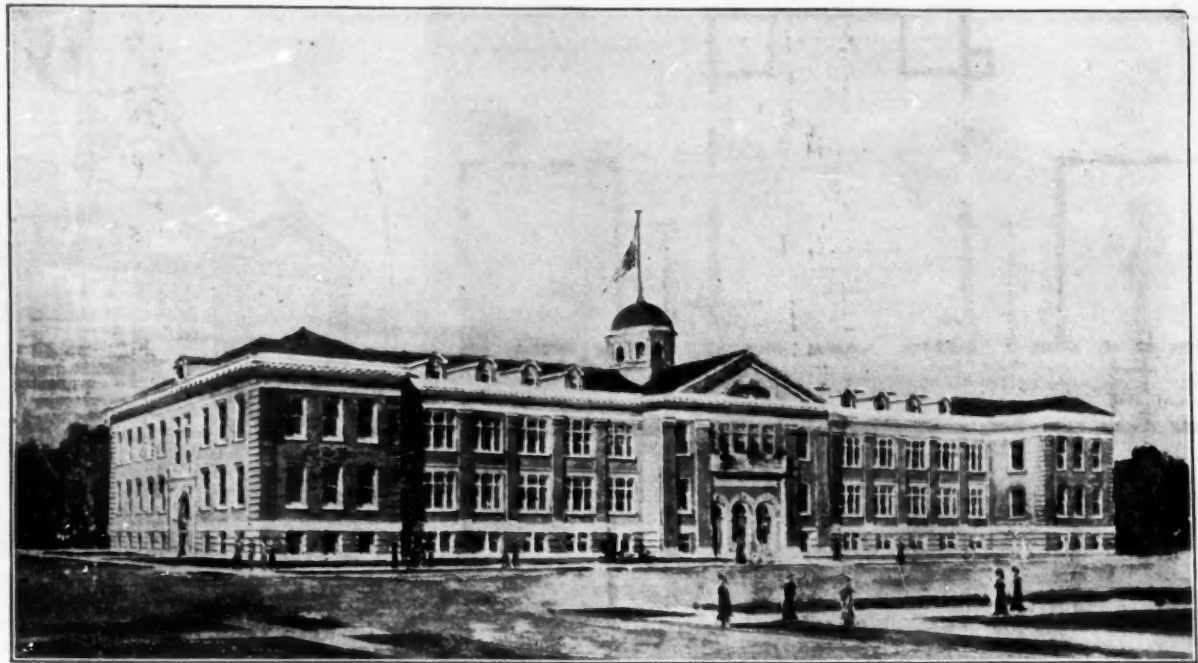
The importance of safeguarding the schools against fire is a strong additional argument in favor of brick in school construction. Frame buildings are poor fire risks, and it will not do to trust the lives of thousands of children to tinder-boxes. The aim of the School Board should be to enlarge, if necessary, and improve the brick buildings now in use, and to build of brick exclusively in the future. Public sentiment will endorse such a policy without qualification.

Milwaukee, Wis. Under the new rules of the Board of Education, the position of superintendent of school buildings has been created. The new official will be chosen at the January meeting of the board and will serve three years. He will supervise the erection of new buildings and will order and execute all repairs. While the salary attached to the office has not yet been fixed it is stated that \$2,500 will most likely be the compensation made.

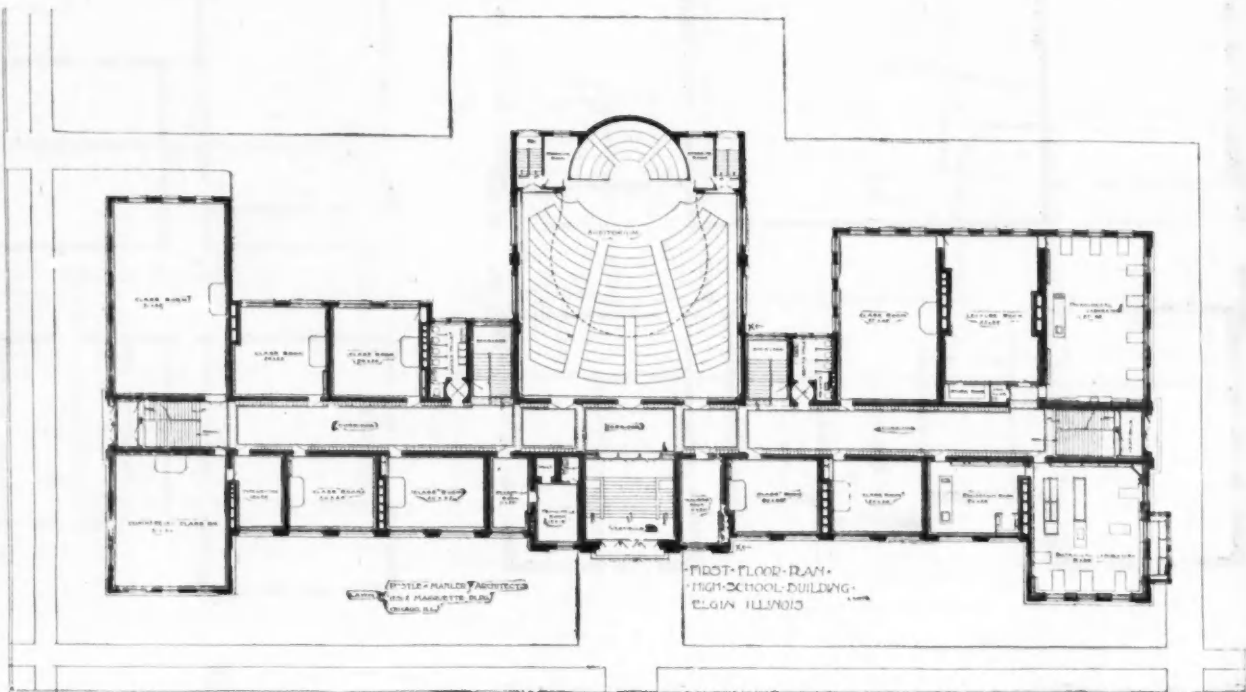
Crawfordsville, Ind. An interesting feature provided in the new Tuttle school building is a row of seats in the corridors built directly over the heat registers. Children coming into the school with damp and cold feet and wet clothing can sit here to warm and dry themselves. A constant source of colds and sickness is thus avoided.

Minnesota. State Supt. J. W. Olsen has repeatedly urged rural School Boards to give attention to the proper heating and ventilating of their school buildings. In a recent circular he says:

"Those in authority should make a careful study of heating and ventilation before installing a plant. Adequate provision must be made for admitting fresh air from without in such a manner that it can be properly heated before it is thrown into circulation in the school room, and also for drawing off the foul air from near the floor, through a shaft properly heated so as to create a current for this purpose. If necessary some expert should be employed to do this work."

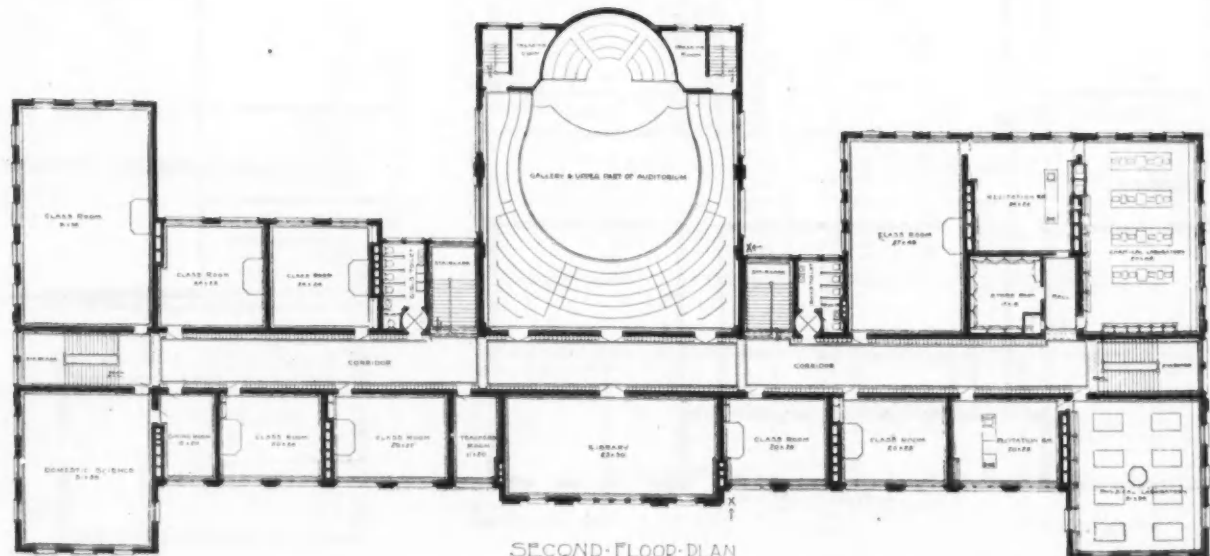


PERSPECTIVE PROPOSED NEW HIGH SCHOOL BUILDING, ELGIN, ILL.
Postle & Mahler, Architects, Chicago, Ill.



FIRST FLOOR PLAN.

Section to the right of the X now being constructed.



SECOND FLOOR PLAN.
HIGH SCHOOL BUILDING
ELGIN, ILLINOIS.

Section to the right of the X now being constructed.

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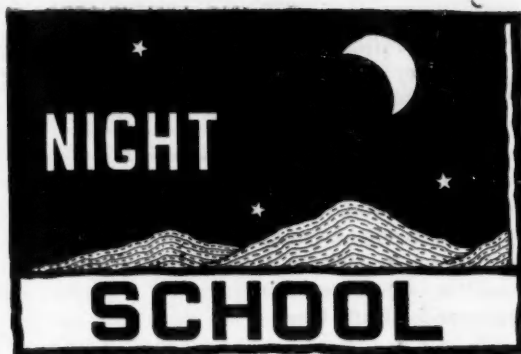
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Milwaukee, Wis. The night schools are coming rapidly to the front and their ultimate success is assured. Carroll G. Pearce, city superintendent, in a recent interview eulogized these institutions as follows:

"Public night schools furnish the most immediate returns in intelligent American citizenship of any department of public school instruction in this country. In no other place can foreigners imbibe so quickly and without expense, a reading and writing knowledge of English, and a general idea of American geography, history and institutions.

"Two great returns are made to the community through night schools. It must be understood that public schools are for the benefit of the community at large, and no set method of conducting them is, of necessity, to be followed. Schools may be of value to grown people as well as to children. Night schools are of advantage to two classes—to foreigners and to persons who have dropped out of day schools in the lower grades.

"Thousands of foreigners come to this country with some education and knowledge of their own country, but with no knowledge of English or of democratic government. In such cases it often happens that one year in a public night school will give them a reading and writing knowledge of English, with ability to read newspapers and books along lines which they are interested. With this start they can go ahead rapidly in their study." In this way the night school gives the quickest returns in intelligent citizenship of all schools.

Need of Better Training.

"A great many young people quit the public schools when they are in the fourth or fifth grades, because they have to work or they are not interested in school. They usually learn later that they need better training, when it is too late to go to school with those of their own age. A business opening will be brought to the attention of a young man or woman, who then discovers the need of more ability in arithmetic or letter writing. One or two seasons in a night school will do more than several years at a younger age.

"Night schools are essentially practical, both in the teaching and in the results accomplished. They give the essentials of knowledge, in contrast to the public lectures and recitals for grown people, which give entertainment and culture.

"These schools are for people who are in earnest about learning more. The result is that no attempt is made at any kind of discipline, after the day school method. The presence of a person indicates that he is there for business.

Irregularity of Attendance.

"The greatest drawback in night schools has been irregularity of attendance. Many students start the year with considerable ambition, but soon grow irregular in attendance. Nearly all work during the week. They are tired at night, possibly are obliged to work late at a factory, or are detained by a social gathering at home. It is rather strenuous to work all day and go to a night school for two hours in the

evening. It has been found that attendance is better on four nights a week than on five, because the students plan to defer other engagements to the vacant periods.

"No rigid attempt is made to grade the pupils as in a day school. They recite in classes according to their knowledge of the different studies. Much studying is done with the help of the teacher, outside of the ordinary recitation period."

EVENING SCHOOL NEWS.

Chicago, Ill. The evening schools have been graded and all students who have entered have been assigned a regular course of study. Credit will be given for all work done and advanced accordingly. In the evening high school, mechanical and commercial courses have been introduced.

The work of the schools is divided into three general classes:

1. Teaching English to foreign-speaking people, chiefly adults.
2. Helping to complete the education of boys and girls who have left school before finishing the regular course.
3. Giving technical instruction in special subjects.

It is interesting to note that forty-two nationalities are represented among the 10,524 persons on the registration list of the night schools, which is still far from complete. The list includes the following: Japanese, Chinese, Persian, Armenian, Syrian, Egyptian, Turkish, Bulgarian, Roumanian, Servian, Austrian, Galician, Moravian, Bohemian, Lithuanian, Russian, Finnish, Swedish, Norwegian, Danish, German, Hollandish, Belgian, Swiss, Spanish, French, Italian, Greek, English, Canadian, Mexican, Cuban and Peruvian.

Cincinnati, O. Graduates of the evening high school are being admitted to professional colleges on their diploma. The work of the school covers a full four year high school course.

Jamestown, N. Y. A ten week term of evening school work has been instituted under the auspices of the school board. Three sessions per week are being held, Monday, Wednesday and Friday. The classes are open to young people over sixteen years of age. Elementary branches, English for foreigners, mechanical drawing, commercial branches are the principal branches taught.

A registration fee of \$2 is exacted as security for the books and as a pledge of attendance. \$1 will be refunded upon return of the books in good condition and the remainder upon excuse of the pupil or completion of the term's work with satisfactory attendance.

Houston, Tex. A night school will be established during the coming winter.

Rochester, N. Y. The board of education has fixed October 16, as the date for opening the sessions of the evening schools.

Albany, N. Y. The school board was recently requested to introduce the study of Russian and Italian in certain evening schools. The request was refused for the coming session.

Milwaukee, Wis. Evening schools have been opened for the first time in many years. The work of the classes and the number of schools has been limited but will be extended according to demand and the pecuniary ability of the board. At present only three kinds of pupils will be admitted; foreigners who desire to study English, beginners who can neither read nor write, and pupils whose knowledge of elementary branches is limited.

The board has fixed the compensation of evening school principals at \$2.50 per session and of teachers at \$2 per session. The janitors will receive 75 cents for two class rooms or less and an additional compensation of 25 cents for each additional room.

Wilkesbarre, Pa. The school board has adopted a set of regulations to govern the evening schools. The sessions will begin at 6.30 in the evening and last until 9 o'clock. The salaries of teachers were fixed at \$30 per month of twenty evenings.

Buffalo, N. Y. The evening high school has been opened with an attendance of over 600 pupils. The most popular studies in the school are the commercial branches, book-keeping and stenography. Spanish and Latin classes are well attended.

Philadelphia, Pa. An enrollment of 12,000 pupils in the evening schools is reported. About 2,900 of the whole number is entered in the high schools.

Fall River Mass. The day school teachers have been criticized for their eagerness to obtain positions in the evening classes. It is claimed that many graduates of the teachers' training classes have been unable to secure employment in the day schools and that they should be given the preference. It is also urged that both evening and day teachers can attain better results if they devote their attention to either day or evening work alone.

Chicago, Ill. In order to secure greater efficiency in the work of the evening school teachers Superintendent E. G. Cooley, has decided to drop all teachers whose rating in day school work falls below 80 per cent.

St. Joseph, Mo. The board of education recently decided to establish a night school providing that an enrollment of fifty pupils can be secured. Pupils under sixteen years of age will not be granted the permission to attend and no day school pupil will be allowed to discontinue and take up evening work. Departure from the ordinary will be the fact that the school is intended to be self-supporting. Each student will be charged a tuition fee of twenty-five cents per week and must also furnish all his own books and writing material.

Rochester, N. Y. The salary of evening school teachers has been fixed at \$25 per month. All of the teachers appointed have previous experience.

Binghamton, N. Y. The second season of night school has just commenced. Although the enrollment is less than last year, still the school's success is assured. The inquirers and weaklings have been weeded out and those only remain that are earnest in their desire to obtain education by this means.

Utica, N. Y. The School Board finds itself in an awkward predicament in relation to its evening schools. The municipality is about to be declared a city of the second class, and as such is required to furnish evening schools for all boys between the ages of 14 and 16. The School Board has not sufficient funds to open the needed schools and add teachers for required studies.

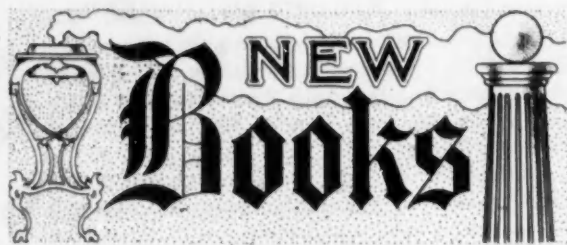
Houston, Tex. An evening school has been opened experimentally. If the work proves successful it will be expanded. Over 100 pupils are enrolled.

Akron, O. The evening classes reopened October 9 for the winter term. Not only is all instruction free to the public, the School Board even furnishes text-books without cost to the students.

St. Boniface, La. In keeping with the general action of larger cities establishing night schools, one has been started at this place. The elementary studies will be taught to those aspiring young people who must needs "toil by day and learn by night."

York, Pa. The teachers' committee of the School Board has determined that pupils of the day schools may not attend the classes of the evening schools.

(Concluded on page 18.)



How to Keep Well.

Revised Edition. A text-book of physiology and hygiene for the lower grades of schools. By Albert F. Blaisdell. 12mo, cloth, 265 pages. Illustrated. List price, 45 cents; mailing price, 55 cents. Ginn & Company, Boston, New York, Chicago.

The author says in the preface of this revised edition that "he has aimed to present clearly and tersely the simplest facts concerning our bodily life." Others may add that his style is attractive, and that he has skilfully woven into the text incidental matter that may serve to arouse the interest and maintain the attention of pupils. Numerous illustrations, a variety of simple but practical experiments, questions calling for conclusions as well as facts, are other features worthy of mention. The book seems well fitted, not only to impart knowledge to boys and girls, but to impart it in such a way that the best results may follow—right living.

Special Method in Arithmetic.

By Charles A. McMurry, Ph. D. 225 pages, price, 70 cents. Published by The Macmillan Company, New York and Chicago.

This is strictly a teacher's book and not designed for use by children. It deals with the history, aim and scope of arithmetic, and discusses methods to be employed for the various grades. Illustrative lessons are given.

The aim of the book, namely; to make plain to teachers in elementary schools the purpose of teaching arithmetic and to outline a course of study based upon this idea, is ably and comprehensively realized. The author is a master on the subject and brings to his work the most advanced thoughts on arithmetic and arithmetic teaching.

Grammar School Algebra.

By Charles A. Hobbs, A. M. Cloth bound, 138 pages. Parker P. Simmons, Publisher, New York City.

The value of algebra as a grammar school study has been recognized by the leading educators. Experience has shown that these advantages are real and not merely theoretical. Briefly, it may be stated that pupils are enabled to anticipate some of the work assigned to the high school course. Many stumbling blocks in arithmetic are removed by the application of simple algebraic principles.

The present little volume has been prepared with these two ideas as a basis. All of the fundamental principles of algebra are explained in a manner to make them interesting and easily intelligible to the grammar school pupil. The problems given are all of an elementary character. Percentage, interest, ratio and proportion are explained by algebraic methods.

The book deserves a wide sale in elementary schools and ought to be followed by a similar book for high school use.

The Elements of English Grammar.

By W. F. Webster, Principal of the East High School, Minneapolis, Minn., assisted by Alice Woodworth Cooley. Cloth, 223 pages. Published by Houghton, Mifflin and Company, Boston, New York, Chicago.

This text-book stands for the inductive method of teaching English grammar, claiming that "grammar is par excellence the study for developing the reasoning faculty." These are the main features of its plan. A group of re-

lated, illustrative sentences introduce each new topic. Careful questions bring out the fact or principle common to each one of these examples. Then comes a clear statement or definition of the principle under discussion, followed by sentences for study and exercises in construction. These sentences are apt, numerous—thus giving an opportunity for selection—and have been culled from masterpieces in prose and poetry. A skillful variety appears in the exercises but one and all have the saving virtue of requiring work on the part of pupils. One reason for the present disappointing results from the study of English is that too much dependence has been placed upon the theory of unconscious absorption and too little upon that of conscious work. One noticeable point in the chapter on verbs is the omission of the useless, hence confusing, Potential Mode. It has been consigned to the waste-basket and its auxiliaries may, might, etc., have been re-arranged—according to their use—between the Indicative, and the Subjunctive Mode. The study of the use of essentials marks every page. This is a logical result of the theory on which the book has been planned. Logically enough, too, more stress is laid upon analysis than upon parsing, as demanding thought and "developing intellectual strength and acumen."

It would seem this book should gain two of its aims; that of giving guides for the correction of errors in speech and composition and of yielding strong scientific power. The first is certainly needed; for the ignorant, like the poor, are always with us. Prof. Arlo Bates, of the Massachusetts School of Technology has written: "To-day many students enter college without the ability to distinguish a participle from a paradox or a solecism from a synonym. It is impossible to make clear the reasonableness of rhetorical corrections to students who are ignorant of the structure of the language." Then the large and mixed foreign element in our population makes effort for the purity and accuracy of our mother tongue almost a civic duty.

Essentials of Algebra.

Complete Course for Secondary Schools. By John C. Stone and James F. Miles. Published by Benj. H. Sanborn & Co., Boston, New York, and Chicago.

This book contains an adequate preparation in algebra for the college or technical school, including all the features demanded in an elementary course. Many of the points which have made the Stone-Southworth arithmetics so popular have been introduced in the book. It deserves as wide a sale as the arithmetics. Heath's Beginner's Arithmetic.

Heath's Beginner's Arithmetic.

182 pages. Price, 30 cents. Published by D. C. Heath & Co., Boston, New York, Chicago.

This little book is intended to precede the work of the regular arithmetic and will fill a long felt want.

Prepared by a number of well known teachers, it presents the best and latest ideas for teaching numbers in the primary grades. It is distinctly a working book for the pupil rather than a manual for the teacher.

A Graded Speller.

By Alice Rose Power of the Edison School, San Francisco, California. 176 pages. J. B. Lippincott Company, Philadelphia.

Men and women who can remember when it was held an honor to be the best speller in a school will smile over more than one feature of this speller. The arrangement of words according to vowel and consonant sounds, the review of difficult words at the end of each grade, and best of all, the dividing of words into syllables will meet with their unqualified approval. After

all, to insure correct spelling, is there anything equal to dividing words into syllables?

A teacher in San Francisco and an old publishing house in Philadelphia, whose noble motto is "Droit et avant" have joined their efforts to give the school-world this book whose "essential aim is to use the minimum of time of pupil and teacher, and to bring out the maximum of practical results." May it meet with marked success, since spelling is in our day no longer a matter of private judgment.

Japanese for Daily Use.

By A. B. Prentys assisted by Kametara Sasancoto. 63 pages, bound in leather, price, 75 cents. Wm. R. Jenkins, New York, N. Y.

This little book contains in convenient form a collection of necessary words and sentences for the use of tourists in Japan. Other important items such as Japanese weights, currency, postage, etc., are included and help to make the book valuable.

Text-Books of Art Education.

Book VI, Sixth Year. By Hugo B. Froehlich, and Bonnie E. Snow. 104 pages. The Prang Educational Company, New York, Chicago.

The aim here has been to make instruction systematic; objective, out of door views, landscapes; growth, blossom, fruit; life and action, the human figure, birds and animals; beauty in common things. Then apparent direction of edges and outlines, perspective; measuring and planning, working drawings. Finally designing with color relations. The plan goes from simple observation to the higher art combinations and creations. Instructions are full and illustrations abundant.

Two German Tales.

With Composition Exercises. Edited by Max Lentz. Pages vii., 108. Introductory price, 40 cents. Silver, Burdett & Co., New York, Chicago.

The new volume in the Silver Series of Modern Language Text-Books, "Two German Tales," comprises the stories "Wigo," by Karl Jacobsen, and "Der Tschokoi," by Johannes Kraner. "Wigo" is a story of Rome in the days of Tiberius (17 A. D.), full of interest and dramatic action. "Der Tschokoi" is a quaint little love story of a Roumanian country lass. Both of these selections are written in a direct, simple style that makes them well suited for early reading by the student of German.

The editor's work on the volume shows that he has kept in mind the needs of beginners. The Notes are helpful on difficult points, but judicious in not giving too much assistance. The Vocabulary contains just the words used in the text.

A unique feature is the "Material for German Composition." The volume contains some twenty pages of composition exercises based directly on the texts. This affords interesting material for practice in writing and helps to fix in the student's mind the vocabulary and constructions. Altogether, the book seems to be an unusually valuable adjunct for the German class.

The Blodgett Readers. A Primer and First and Second Reader.

By Frances E. Blodgett and Andrew B. Blodgett, Superintendent of Schools, Syracuse, N. Y. The Blodgett Primer, 12mo, cloth, 115 pages. Illustrated. List price, 30 cents. The Blodgett First Reader, 12mo, cloth, ix + 131 pages. Illustrated. List price, 30 cents. The Blodgett Third Reader, 12mo, cloth. Illustrated, 173 pages. Ginn & Company, Boston, Chicago, New York.

When educational leaders like Superintendent Blodgett turn their attention to text book writing for the common schools the cause of popular education receives a strong impetus.

(Concluded on page 23.)

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Open vs. Restricted Text-Book List.

A Report to the Board of Superintendents, by Andrew W. Edson, Thomas S. O'Brien and Algeron S. Higgins.

The Board of Education of Greater New York has for many years maintained an open list of text-books from which the school principals are permitted to choose such books for their schools as they desire. Early this year the plan was attacked, it being suggested that in the interest of economy and uniformity in the work of the schools a restricted list of books be adopted.

A resolution was accordingly introduced in the Board of Education directing the Board of Superintendents to investigate the feasibility and advisability of changing to the restricted list plan. The matter was entrusted to the latter board to a committee of three assistant superintendents, consisting of Andrew W. Edson, Thomas S. O'Brien and Algeron S. Higgins.

After careful consideration, by the committee, the following report was formulated and a resolution adopted advising against a change from the present system:

This proposition to make a closely restricted book list for the schools of this city requires careful deliberation. It can be justified only by the best of reasons. It likewise must be considered from a local standpoint. Under the present plan of having an open list the schools of this city have been well served. Of this there can be no question.

For many years the policy of the Board of Education of this city has been to have practically an open book list, to allow all of the best books in the market a place on the authorized list, rather than to restrict pupils and teachers to any one series of books. When the book lists of the general boroughs were consolidated in 1902, the approved list was greatly extended, though many books from each list were dropped.

In the opinion of your committee, the main arguments in favor of an open list such as prevails in this city and has prevailed for many years past, are the following:

1. The use of several text-books in any one subject tends to broaden the vision of teachers and pupils. These different text-books afford an opportunity of getting the viewpoint of more than one author, and of benefiting by more than one person's investigations and conclusions. Teachers and pupils are thereby broader scholars and more thoughtful students.

A closely restricted list in certain subjects, as for instance, a single reader, or a single history, is an absurdity and prevails only in schools following methods long since out of date. This would be the testimony of every progressive teacher. Such teacher would urge the advisability of providing as many text-books as possible in order to enable her to teach properly. There is far more danger in the use and abuse of text-books when only a single text is used than when a variety is at the disposal of teachers and pupils.

Good teaching to-day largely follows the topical method by which a variety of text-books can be used with profit. The syllabuses outline with considerable definiteness the work to be covered, indicate some of the main points to be emphasized, and suggest good methods to be followed. The efforts of students in making their investigations, in securing their information, and in forming their conclusions are best supplemented by a variety of text-books.

While a closely restricted list would probably result in some respects in greater thoroughness, it would necessarily tend to narrowness. This much, however, should be borne in

mind, that instruction from a single text-book would result in uniformity and thoroughness, learning definitions, rules, processes, set phrases—a deadening process at best—at the expense of intelligent thought work. If our course of study and syllabuses are properly interpreted, all the uniformity and thoroughness desirable may be secured without holding slavishly to any one text-book.

2. New text-books naturally have certain points of superiority; otherwise there would be no valid reason for their existence. Every teacher and every pupil is entitled to the latest investigations and the best thought of our most scholarly and progressive educators.

A restricted book list tends to hold certain books on the list long after superior books are on the market, often until the books in use are thoroughly discredited, as the expense of a complete change in any one text-book would be so considerable that the authorities would hesitate to make the change except the case were imperative.

3. It would be a difficult matter to decide upon any one series of books superior in every respect to any other series. Each book has its points of excellence and one book may be made to supplement another. For instance, some geographies emphasize life features, especially the life and work of man, while other books give special emphasis to the physiographic features of the earth's surface. If then, one class in a school has a set of the former series and another class has a set of the latter series, the books can be exchanged at regular intervals and both classes secure the advantage of both series at no increase in cost. The advisability of having more than one series of arithmetics, histories, readers, etc., can be illustrated in a similar way.

A variety of text-books, however, does not necessarily imply more than one set of books in the hands of a class at any one time. A school supplied with several sets need not necessarily have more books than if supplied with one set.

4. A closely restricted book list is necessary only when pupils buy their own books. In any large city there is considerable moving of families from one section of the city to another, and if pupils were required to buy new books every time they entered a new school, it would be a great burden upon parents. When a city furnishes all books and supplies, and when all the schools are working under identically the same course of study, and with the same syllabuses, as is the case in this city, it matters little to the individual child what particular series of text-books is placed in his hands in the new school which he enters by transfer. The work will be substantially the same as in the school he last attended.

The leading argument in many cities in favor of a single series of text-books—the expense entailed upon parents for the purchase of new books for their children at every change of school—has no weight in a discussion of conditions prevailing in this city.

5. This city, after many years of experience with an open list, has never had a text-book scandal, in striking contrast with the experience of many cities where a restricted book list prevails. Text-book publishers all feel that they have been fully treated. There is no pressure brought to bear upon the Board of Education or the Board of Superintendents to secure monopoly of the book trade.

If the Board of Education should decide to have a closely restricted text-book list in the near future, various influences with tremendous power would be brought to bear upon the individual members of the Board of Education and the Board of Superintendents to favor certain text-books, as the prize would be well worth working for. By the present plan nothing of the kind is attempted.

In some cities having a closely restricted list a regular text-book list and a supplementary list of books are provided. Principals and teachers then furnish their classes with sets of regular and supplementary books and make little distinction in their use. A restricted list under such conditions is *restricted* only in name.

The one argument most emphasized in favor of a closely restricted book list is the matter of expense. Granted that there may be some saving in expense—a small saving, however—if a closely restricted book list is adopted, it is also true that the cost of having a variety of text-books need not be excessive or the expenditure wasteful. Where the expense of text-books is excessive, the fact may be attributed usually to the tendency on the part of the principal to invest his allowance unwisely. For instance, if three hundred geographies are needed in a certain school it costs no more to get one hundred copies each of three series, than to get three hundred copies of one series. By a proper exchange of books at stated intervals, the pupils may easily have the use of three sets of geographies instead of one at no increase in cost to the school. It is very desirable, a necessity, in fact, that pupils should have the use of several reading books, and the principal who has access to an open list and supplies several classes of a certain grade with the same text-book makes a serious mistake.

From the fact that all of the schools of the city are now quite well supplied with text-books, an immediate change from the present plan to a closely restricted list would involve at first a very large outlay of money, at least one million dollars.

The present plan of allowing each school a certain apportionment—one dollar per pupil on the November registry for books and supplies in the kindergarten and primary department, two dollars twenty cents in the grammar department, and six dollars in high schools—appears to be a reasonable one, not at all excessive. In the disposition of this amount for the purchase of needed books and supplies, the annual inventory and the requisitions of principals should be closely scrutinized by the district superintendent and by the supply department, and no school should be allowed to exceed this apportionment except for the best of reasons. If this is done thoroughly and systematically, there will be no good ground for complaint of waste and extravagance.

Cincinnati, O. The school board will equip ten manual training centers for the pupils in the upper grades.

The rural school teachers of the state of Mississippi were required during the past summer, to perfect themselves for the teaching of agriculture. The study of the elements of agriculture has been added to the curriculum of the public schools replacing elementary physics. The new subject was taught in all the summer institutes and examinations were held to properly qualify the teachers.



AFTER THE ARITHMETICS.

Mr. O. J. Laylander, the genial representative of Ginn & Company in Iowa, recently told the following story. The principals are well known members of the book-men fraternity in Iowa and the incident as related actually happened.

One summer day in 1904 there sat at the writing table of the hotel at Ackley, Iowa, two bookmen, representatives of two great publishing houses. Neither knew the other, for Mr. A. was a recent acquisition to this fraternity.

"Of such hideous mien

That to be hated needs but to be seen,
But seen too oft, familiar with his face,
First we endure, then pity, then embrace."

Mr. B. was busy with a letter to the sweet little woman that he had promised recently to love, honor and protect. Mr. A. sat toying with the dirty office deck of cards, an act that made it improbable that the soft voiced, gentle mannered man was a minister of the gospel. Mr. B. was the first to speak.

"This eternal waiting is the hardest work in the world, isn't it? It is waiting for trains, waiting for interviews, waiting for the answer, always waiting, that is one of the hardest things the traveling man has to contend with."

"I find it so," said Mr. A. "What is your line?"

"School books," said Mr. B.

"A pretty strenuous life, I am told," quietly observed the other.

"No, strenuous is not the word," said Mr. B. "Murderous is better. It is a business no married man has any right to engage in. No home life, no settled program, no security that your work will stay done until it gets cold, one continuous scrap without beginning and without end."

"And are there no bright spots," inquired Mr. A.

"O, yes, there are some features so interesting that one forgets all about the drudgery. Now, this very night I purpose doing a little thing that is a genuine pleasure, a real oasis in the desert of grind."

"Tell me about it," blankly said Mr. B.

"Well, down in X lives one of my competitors by the name of Johnson. He thinks he owns the town. I am going down there tonight to skin the pajamas right off his carcass. I want the arithmetic business in that town and he thinks I can't pick his lock. But, I have it all fixed up for a meeting tonight. He thinks he is smart, this little coyote, but when he gets home Saturday night he will not be able to find his hole." And the fat man fairly beamed as he thought of it.

Mr. A. turned the conversation, got up and went to the cigar case, bought a cigar, and took a short cut to the telegraph office; and in ten minutes his boss, the same "Mr. Johnson," had this message at Mt. Pleasant: "Get home first train. 'A' en route to X to steal your arithmetics."

Evening came, the meeting was held, and here is where the joke came in: B. did get the arithmetics, after all!

TOO MUCH FOR HIM.

Publisher.—What's the matter? You look ill.

Book Agent.—I've come to resign. Can't stand this job any longer. I don't want to be talked to death.

"Eh? What's happened?"

"Every school man I struck last month had just returned from Europe and was slopping over with descriptions of what they had seen on the other side."

AMONG BOOKMEN.

Mr. Charles Harlor, formerly Ohio state agent for D. Appleton, now represents Chas. Scribner's Sons in the same field.

In the recent book campaign in Ohio a summer agent, a teacher of thirty year's experience, evolved the story which, up to date stands unrivalled as an example of resourcefulness. He would gravely tell a board that his presence there was largely due to his disinterested and patriotic interest in the schools, and that he was president of a national historical society which was violently opposed to the use of a certain history in the schools. Up to date, the name of this society has not materialized.

The connection of Mr. H. E. Hayes, George Wedgwood and Miss Hattie Abbot as agents of Newson and Company has been discontinued. Mr. O. M. Searles is a new representative of the concern in the western field.

Dr. W. O. Krohn and Mr. Dorville Libby have severed their connection with D. Appleton & Company.

The new representatives of D. Appleton & Company are: J. G. Coulter, Manila, P. I.; A. L. Hart, New York City; C. E. Keck, Philadelphia, Pa.; and C. A. Appleton, Boston.

Mr. H. D. Brown continues to represent American Book company. Mr. Brown looks after the high school books at the Boston office.

Mr. James T. Guffin, formerly with W. H. Wheeler & Co., is manager of the Central School Supply House, Chicago.

The amicable relations, says the Ohio Educational Monthly, that subsist among the bookmen of this state is an evidence that we have come over into the promised land. It is a rare thing nowadays to hear a book man indulge in personalities concerning a competitor, and this fact shows large for the men in this field. As a rule, they are big enough to see that such a course is neither good ethics nor good business. This Ohio field is peculiar in that the more wholesome and generous the bookman, the more it redounds to the interests of the company he represents.

Mr. Reginald L. Fernald, who for the past two years and a half has been looking after the high school and college interests of Ginn & Company, in the Western New York field, will hereafter make his headquarters at the New York Office and will give his attention to office problems. He is succeeded in the field by Mr. Fred N. Moulton, who was for some years Superintendent at Saugerties, N. Y., and later Principal at New Berlin. Mr. Moulton has a large acquaintance among the school men in New York State and will be popular in the field.

Mr. Geo. W. Duncan continues as the Alabama representative of the University Publishing Co. He is located at Auburn, Ala.

Mr. O. E. Klingaman is the new Macmillan agent for Iowa.

The Mr. Arbury, who has been assisting W. H. Maddock in the Iowa field, is a brother of Fred Arbury of Michigan.

Fred D. Merritt, of Iowa City, is in possession of an original solution to the famous pigeon problem taken from one of the new arithmetics, said to have been proposed by Billy Maddock. Problem and answer will be furnished free by Merritt.

Mr. W. S. Benson, continues as the Texas agent for D. C. Heath & Company, with headquarters at Austin.

Mr. Lynn B. Styles continues to represent Ginn & Company in Wisconsin. Mr. Stiles has

proven himself an energetic and successful bookman.

Mr. F. E. Willard represents Houghton, Mifflin & Co. His headquarters are in Chicago.

Mr. F. E. Goodwin and Mr. Sarsfield Kennedy are the new New York representatives of the Educational Publishing Co.

Mr. S. C. Dobson, agent for the Educational Publishing Company now makes his headquarters at 232 1/2 North High Street, Columbus, Ohio.

Messrs. B. I. Wood, S. H. Smith and W. H. Bagwell have severed their connection with the Educational Publishing Company.

Mr. C. Prentice Snow, formerly agent for Rand, McNally & Co., has left the book field. Mr. Snow is secretary and treasurer of the United States Dash & Fender Company, New York City.

False pride does not prevent Geo. M. Sayre, Philadelphia agent for the American Book Company from relating a good joke at his own expense. Once he told Charlie Brown of Cleveland that he had such a cold that he could not speak the truth.

"Glad its nothing that interferes with your business," answered Charles.

Mr. Irving S. Cutter is agent for Ginn & Company in Nebraska.

Mr. Herbert Griggs has taken charge of the New York field, representing the Music Department of Silver, Burdett & Co.

Mr. J. W. Roberts makes Chicago his headquarters. He is connected with Maynard, Merrill & Co.

C. E. Keck, formerly representing the Appletons in New York State, has been transferred to the Philadelphia territory. He works also in eastern Pennsylvania, southern New Jersey and the state of Delaware.

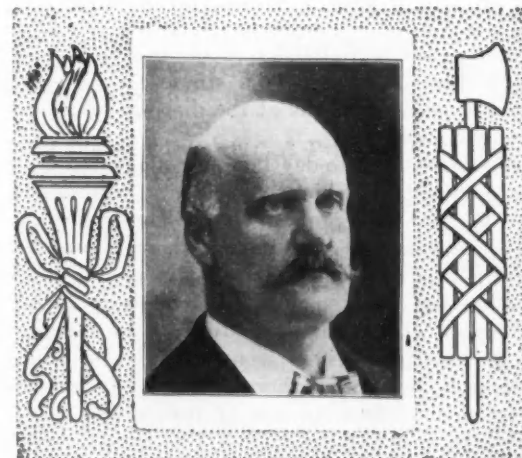
Mr. F. W. Briggs is now the New England representative for Charles Scribner's Sons. His headquarters are at 387 Washington street, Boston.

Mr. A. J. Beitzell, has been connected with the University Publishing Company during the past two years as agent in the Pennsylvania field. Mr. Beitzell was formerly agent for J. B. Lippincott & Co.

Mr. O. M. Salisbury has been state high school agent in Ohio for Ginn & Company for five years. He is the oldest representative of the firm in the state.

S. L. Barr is agent for J. B. Lippincott & Company, taking care of the company's textbook business in western Pennsylvania.

The connection of John A. Ewton, Dallas, Tex., and A. B. Caldwell, Atlanta, Ga., with the B. F. Johnson Publishing Company, has been severed. The new agents of the firm are: O. L. Stearnes, Salem, Va., F. F. Hough, Columbia, S. C., and W. S. Gooch, Richmond, Va.



MR. HERBERT GRIGGS.

New representative of the music publications of Silver Burdett and Co., in New York City.



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Questions and Answers.



Under this heading all ordinary questions on school administrative problems are answered. If an immediate reply by letter is requested a stamped, self-addressed envelope should be enclosed. If the case requires special investigation a reply should not be looked for in less than a week's time. Unless specially stipulated the answer will appear in this column.

Model School Buildings.

Question.—We are about to erect three school houses and desire to send a committee of the board on a trip for the purpose of inspecting modern school buildings. Where would you advise us to go? F. T. Oldt, Superintendent of Schools, Dubuque, Ia.

Answer.—We would suggest that you visit Chicago, St. Louis and Omaha. In these cities can be found specimens of the very best school architecture in the middle West. School architecture has been standardized during the past five or ten years to a surprising extent. The standards for lighting, heating, etc., classrooms, cloak rooms, etc., adopted in these three cities embody the latest and best ideas and your committee will find much of interest and value.

Drinking Fountains, Etc.

Question.—We are about to rebuild our high school building, which was recently destroyed by fire, and we desire you to send us the address of several parties, or houses, who furnish drinking fountains and temperature regulation systems. W. S. Bushnell, Secretary, Monticello, Ind.

Answer.—Drinking fountains may be purchased from the N. O. Nelson Mfg. Co., St. Louis, Mo.

Temperature regulating systems are manufactured and installed by the Johnson Service Co., Milwaukee, Chicago.

School Architects.

Question.—We are about to build a sixteen-room grammar and high school and are looking for a good reliable architect. C. M. Copeland, Athens, Ohio.

Answer.—We can recommend any of the following architects as reliable and able to plan an economical, modern school building:

Frank L. Packard, Columbus, Ohio.
David Riebel, Columbus, Ohio.
Wilbur T. Mills, Columbus, Ohio.
F. S. Barnum, Cleveland, Ohio.
Dittoe & Wisenall, Cincinnati, Ohio.
Elzner & Anderson, Cincinnati, Ohio.
S. Hannaford & Sons, Cincinnati, Ohio.
Edward C. Van Leyen, Detroit, Mich.
Malcolmsen & Higginsbotham, Detroit, Mich.
Wing & Mahurin, Fort Wayne, Ind.

Blackboard Composition.

Question.—Can you give me the address of the Acme School Supply Company or other firms which manufacture a blackboard composition equal to "Peerless"? Herbert B. Rugh, Winnipeg, Canada.

Answer.—We cannot find that there is any such concern as the Acme School Supply Company in existence.

The Acme Plate Blackboard Company, Laporte, Ind., manufactures artificial blackboards and it is most likely that you have this firm in mind. The products of the concern are handled exclusively by the American School Furniture Company, Chicago, New York. The American Soapstone Finish Company, Chester Depot, Ver-

mont, also manufacture an artificial blackboard composition which is applied with a trowel. The application of the material requires special skill, however, and not every mason can do satisfactory work. The Manufacturers Sales Association, 4145 Langley Avenue, Chicago, are agents for this material.

Decisions on Vaccination and Compulsory Education.

Question.—Do you know of any legal decisions touching vaccination of pupils in public schools? Suppose there is a compulsory attendance law, but the parent objects to having his child vaccinated, what have the courts decided? J. M. Greenwood, Superintendent of City Schools, Kansas City, Mo.

Answer.—There have been no legal decisions on the precise point you raise, so far as we can learn. In the states where there are compulsory attendance and compulsory vaccination laws, there has never been a clash of the laws which has been decided in court.

While the writer is not familiar with the school laws of Missouri, there does not appear to be any good reason why the vaccination and attendance laws should not be enforced at the same time.

In Indiana there are laws of this kind. The boards of education enforce the attendance laws and the State Board of Health with their co-operation compels vaccination. State Superintendent F. A. Cotton informs us that with a few exceptions there has been no trouble in enforcing both, even when a parent was unwilling. Legal decisions there have been none.

The same is true in New York state. The section of the public health law, which requires school children to be vaccinated has been declared constitutional. So has also the compulsory education law. Both are strictly enforced. A parent must vaccinate his children and send them to school.

In several states, notably Wisconsin, Michigan, Illinois, Pennsylvania, and Minnesota, the statutes do not require vaccination except in times of epidemic and under other specified conditions. In these states the courts have invariably held that a school board or board of health cannot compel vaccination except under the specific conditions named in the law. A Wisconsin case was decided by the Supreme Court in February, 1897. The action was entitled "State ex rel. Adams vs. Berdge et al., School Board, 70 N. W. Rep. 347." A case in the Michigan Supreme Court was decided in 1901. We cannot, however, give you the title of the action. In Illinois a similar case was decided to the same effect. (Potts et al., School Directors, vs. Breen, 47 N. E. Ill.).

Filtering Water

Question.—I wish you would tell us how we can best filter the drinking water for our schools. We have two large cisterns and a hydrant. We wish to filter the cistern water as it runs from the roof through the gutters during a rain; we wish to filter the hydrant water as it comes from the hydrant preparatory to its use. T. S. Minter, Superintendent of Schools, Bryan, Texas.

Answer.—The filtration of hydrant water is simple. Any good stone filter attached to the hydrant will serve your purposes, provided you have pressure. The following firms manufacture suitable filters and can fill your wants. A letter will bring full information and catalogues:

Hygeia Filter Co., Detroit, Mich.
Berkefeld Filter Co., 4 Cedar St., New York.
Jones Manufacturing Co., 243 Franklin St., Boston, Mass.
Imperial Filter Co., 610 North Main St., St. Louis, Mo.
American Filter Co., Milwaukee, Wis.

Pittsburg Filter Manufacturing Co., Pittsburg, Pa.

New York Continental Jewel Filtration Co., Chicago, Ill.

Wm. B. Scaife & Sons Co., Pittsburg, Pa.

National Filter Co., Chicago, Ill.

Darling Filter Co., 736 Orinoco St., East Cleveland, Ohio.

The filtration of rain water is a more difficult problem. We do not know of any device that can be placed in the waste pipes from the gutters to the cistern, that will truly filter the rain water as it runs through. Several straining devices have been in the market from time to time. They could not, however, be considered as filters since they did no more than remove the coarse impurities which may have lodged on the roof between rains.

To filter water, all impurities, even the smallest microscopic particles, must be removed. To affect this the water must pass through a substance, the pores of which are so small as to prevent the particles from passing through with the water. It naturally follows that the process must be a slow one unless pressure of some kind is applied.

In the waste pipes the pressure of gravity is not strong enough to force water through a filtering medium quick enough to work off all the water especially in a heavy rain. Filtering devices for this purpose are manifestly impractical in that they cause the gutter to over-run or if they absorb the water do so at the expense of purity.

A very large pressure filter, operated as a gravity filter might serve your purposes, but we doubt its efficiency. Another plan would be to draw off the water in your cisterns by means of a pump, force it through a pressure filter and then into a tank in the attic or directly through the building.

Such a system would have to be worked out carefully. Plants of this order are in use in large manufacturing plants, hotels, hospitals, etc. They require, however, a considerable outlay.

WORK A PLEASURE.

It Is One of the Real Joys Given Us.

"Postum Food Coffee has done more for me in two years," writes a Wisconsin young lady student, "than all the medicines and treatments I had employed to overcome the effects of the coffee poisoning that was killing me by degrees."

"I had all the familiar symptoms and suffered all the well-known tortures. My stomach was wrecked and I could not eat, my head ached almost continuously, I became the nervous victim of insomnia, and the capacity for study deserted me. Of course this came on gradually, and without suspicion, for a long time, as to the cause."

"Two years ago a friend enthusiastically urged me to quit using the old kind of coffee and to drink Postum Food Coffee. I have never regretted acting upon the advice. As soon as the coffee poisoning was eliminated, the strengthening and nourishing properties of Postum began to build me up."

"Each day I gained a little, the color crept back to my cheeks, my limbs rounded out with new flesh, my complexion grew fair and clear again, my digestion improved, and now I can eat anything at any time, the nervous insomnia has left me and I sleep soundly at night and wake up refreshed. I have no more headaches, and mental work has become a pleasure to me." Name given by Postum Co., Battle Creek, Mich.

There's a reason.

Read the little book, "The Road to Wellville," in every package.

AMONG BUSY SUPERINTENDENTS.

(Concluded from page 5.)

Alfred Mosely, the English scholar and investigator, who is studying educational and social conditions in this country, gives encouragement to the friends of manual training in the public schools. He reports after a careful canvass of the schools of the United States that this country has made greater progress than England or any other European nation. So far as England itself is concerned, he says, we are far ahead. He ascribes the English loss of position in the markets of the world to just this failure to teach trades broadly and thoroughly. The English boys are not taught to make goods, consequently England cannot sell goods in competition with Germany and the United States. Believing that the danger to English prestige lies within rather than outside competition, Mr. Mosely believes in thorough manual training schools, those which shall fit men for any manual trade they may wish to pursue and which shall train girls in the domestic arts so that they may make competent wives and mothers.

Houston, Tex. The departmental plan teaching has been introduced in the intermediate schools. The movement is spreading over Texas and the surrounding states.

Dr. Jesse Anderson, superintendent of schools at Hubbard City, Tex., passed away at his home Oct. 15, after a long illness. He was formerly president of Trinity University.

Cleveland, Ohio. It has been proposed to fix the time for opening the high school sessions at 8:30 instead of 8. It is contended that some pupils must go without breakfast in order to reach the school in time.

Chicago, Ill. An anomalous condition of affairs exists in the high schools. While there is plenty of room to house all the students, several of the buildings are overcrowded and others have not enough pupils to fill their classes.

Each of the city high schools is centrally and conveniently located in the district of the city, which is tributary to it. The board of education has, however, adopted such a liberal policy of granting transfers from one high school to another, that the condition explained above exists. Various causes for the popularity of one school over another are given. Newness, excellence of equipment, fraternity advantages, and most important of all "success on the football field" are the chief reasons.

Unless the usefulness of the whole high school system be impaired a reversal of the present policy must be adopted by the board.

Chicago, Ill. "The old doctrine that the boys who grow up like weeds are the strongest and healthiest is not applicable to the city boy," said Superintendent of Schools, Cooley recently.

"In the country, where the boys get plenty of sleep, wholesome outdoor work, and good food," he added, "too much care is not beneficial, but in the city the lack of parental care, the lack of proper nourishment and the lack of sleep are making physical and mental wrecks of many a school boy and are filling the Parental and John Worthy schools. Nearly all the boys at the Parental school are victims of malnutrition and ill-health."

The school census of the State of Texas, just completed, shows a total of 798,673 children between the ages of eight and seventeen, an increase of 15,960 over the year ending August 31, 1904. While the school population has thus increased but little over two per cent., the per capita apportionment has increased five per cent. in the same period, being \$5.25 this year as against \$5 for last year.

The new course of study prepared by Supt. J. B. Aswell in the State of Louisiana has been

printed in pamphlet form and sent to all the schools of the state.

Akron, Ohio. The School Board has made a contribution of \$60 to the athletic association of the high school.

Texas. The study of agriculture is to be introduced in the rural schools. The State Department of Education will prepare a course of study.

Milwaukee, Wis. The new rules of the School Board provide an annual appropriation of \$150 to pay car fare for the indigent children who attend the school for the deaf.

Columbus, Ga. The elementary school course has been reduced from eight to seven years; the course of study of the eighth grade being transferred to the high school. The course of study in the latter has been thereby lengthened to four years. The plan gives the eight year pupils the benefit of high school training and increases the attendance at that institution.

Council Bluffs, Ia. A plan is being considered by the School Board whereby bright pupils will at the end of a semester be permitted to take an examination for the entire year's work and advance to the next grade. The idea is being opposed by certain principals and members of the board on the plea that these pupils will be crowded too much at the expense of a proper development of their mental and physical faculties.

Georgia. A new statute recently enacted by the state legislature gives counties and districts the power to determine by vote whether or not they shall pay a district tax for the support of the schools. Permission is given to levy a tax not exceeding 7½ mills.

AMONG BOOKMEN.

(Concluded from page 16.)

Mr. Chas. R. Fredericksen, Kansas City, Mo., is traveling representative for the educational publications of the Woodward & Tiernan Printing Company, St. Louis.

Mr. C. M. Lawrence and H. V. Bogert are the Western representatives of Eaton & Company. Mr. Daniel Van Winkle attends to the company's interests in the Eastern field.

Mr. B. S. Lobdell, Janesville, Wis., is no longer connected with Eaton & Company.

Mr. Wood W. Sears severed his connections with the Prang Educational Company some months ago to take a position with the American Book Co.

O. C. Whitney, representative for Silver, Burdett & Co., is principal of the Bryant School at Tacoma, Wash.

Mr. O. E. Tandy continues as agent of Rand, McNally & Co., Chicago. Mr. Tandy resides at Jacksonville, Ill.

W. F. McEldowney, who last year represented Benj. H. Sanborn & Co., in Wisconsin and Northern Michigan, is now the Pacific Coast representative of Allyn & Bacon with headquarters with Cunningham, Curtis and Welch, San Francisco.

PORT ARTHUR HIGH SCHOOL.

In the plans and perspectives of the New Port Arthur high school on page 10 we present to our readers an excellent example of southern and western school architecture. It is true that the building is being erected in a southern city, but in as much as the architects are western men, we must consider it a western product also.

The dimensions of the main building are approximately 137 by 108 feet. The one story manual training annex measures 110 by 70 feet. All walls throughout the entire building are constructed of brick and concrete has been used for the foundation. The exterior trimmings are terra cotta.



SUPT. JOHN DIETRICH.
Colorado Springs, Co'o.

All Westerners, even the school men, know how to ride a horse, and the above picture shows that Supt. John Dietrich, of Colorado Springs, is no exception to the rule. Besides being an unusually efficient superintendent, Mr. Dietrich finds time to look after personal business matters. It was on one of his trips, while "roughing it" on the Uinta Indian Reservation, that the snap-shot was taken by Mr. R. D. Ewing, to whom we are indebted for the photograph.

The heating and ventilating system is direct and indirect vacuum system, equipped with Buffalo Forge Co. blowers and regulated by the Johnson Temperature Regulating System. The cost of the plant is \$12,500.

The manual training shops and the boiler and engine rooms are fully fireproofed. When completed the shops will be fully equipped with manual training apparatus.

The number of pupils to be accommodated in the various departments is 800. The assembly hall has a seating capacity of 500. The cost of erecting the structure is \$80,000.

Messrs. Wagner & Manning, the architects, believe that the structure will be the most modern and thoroughly equipped high school in the state of Texas.

THE SECRET OF YOUTH.

De Soto looked for the secret of youth in a spring of gushing, life-giving waters, which he was sure he would find in the New World. Alchemists and sages (thousands of them), have spent their lives in quest for it, but it is only found by those happy people who can digest and assimilate the right food which keeps the physical body perfect that peace and comfort are the sure results.

A remarkable man of 94 says: "For many long years I suffered more or less with chronic costiveness and painful indigestion. This condition made life a great burden to me, as you may well imagine.

"Two years ago I began to use Grape-Nuts as food, and am thankful that I did. It has been a blessing to me in every way. I first noticed that it had restored my digestion. This was a great gain but was nothing to compare in importance with the fact that in a short time my bowels were restored to free and normal action.

"The cure seemed to be complete! for two years I have had none of the old trouble. I use the Grape-Nuts food every morning for breakfast and frequently eat nothing else. The use has made me comfortable and happy, and although I will be 94 years old next fall, I have become strong and supple again, erect in figure and can walk with anybody and enjoy it." Name given by Postum Co., Battle Creek, Mich. "There's a reason."

Read the little book, "The Road to Wellville," in every package.

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(Concluded from page 13.)

Canal Dover, Ohio. At the beginning of this school year the Board of Education adopted the following books: The Tarr & McMurry's Geographies, Two Book Series, published by The Macmillan Company; Modern Music Series for all grades, by Silver, Burdett & Company; Gilbert & Brigham's Physical Geography, by D. Appleton and Company. Ward Readers were purchased for the primary grades.

Lewisburg, Pa. The School Board has adopted Waddy's Composition and Rhetoric. The following readers were selected for supplementary work: Heath's readers, D. C. Heath & Co.

Iowa City, Ia. The Prang Text-Books of Art Education were introduced in the schools in September.

Wenatchee, Wash. The contracts for supplying text-books in the schools have been awarded as follows: For readers, primary arithmetics, physiologies and rhetorics, to Ginn & Co.; histories and German text-books, to the American Book Company; spellers, to Atkinson, Mentzer & Grover; geographies, to Chas. Scribner's Sons.

Elgin, Ill. The Natural System of Writing has been introduced in the schools.

Austin, Beaumont and Laredo, Texas, have recently adopted Newland and Row's Natural System of Writing. The books are published by D. C. Heath & Co., Boston, Chicago.

Salem, Ohio. Gilbert & Brigham's physical geography adopted by the Board of Education.

The following high schools have adopted Barnes' Complete Typewriting Instructor, published by the A. J. Barnes Publishing Company: Somerville, N. J., Healdsburg, Cal., Orange Union High School at Orange, Cal., Bristol, R. I., Sheboygan, Wis., Auburn, Me., and Lyndon, Kan.

Altoona, Pa. Pancoast's English Literature and Myers' Ancient History adopted for school use.

Kankakee, Ill. Morey's Greek and Roman History has been adopted for use in the schools. Sadler and Rowe's Bookkeeping has also been introduced.

Lynn, Mass. The Board of Education has adopted several new text-books for use in the Classical High School: Hart's Essentials in American History, American Book Company; Robinson's der Jungere, D. C. Heath & Co.; White's First Greek Book, American Book Company; Ashley's American Government, The Macmillan Company. Southworth-Stone Arithmetic has been placed in the seventh grade on trial.

Lewisburg, Pa. Adopted, Waddy's Composition and Rhetoric.

Houlten, Me. Recently adopted Bush & Clark's Elements of Geometry published by Silver, Burdett & Co.

Gilbert & Brigham's Physical Geography, D. Appleton & Co., has been introduced in the Central high school at Philadelphia, Pa.

York, Pa. Krohn's Graded Lessons in Hygiene adopted for school use.

The State Normal Schools at Kutztown and Lockhaven, Pa. have introduced Young & Jackson's arithmetics.

Adopted: Barnes Shorthand for Schools in the high schools of Oklahoma City, O. T., Liberty Union at Brentwood, Cal., and Brookeville, Kan.

"The Foundations of Arithmetic" is the title of a new arithmetic text-book published by Silver, Burdett & Company for high school and normal school use. The subject is presented in a most concentrated form with the fewest possible definitions. Examples are most judiciously chosen, and the methods of solving problems the most rapid.

Wheeler's Primer has been adopted for exclusive use in the states of Oregon, Utah, Texas, Georgia, Louisiana and Mississippi.

Fargo, N. D. The medial slant writing system published by Ginn & Co., Boston, has been adopted for use in the public schools.

Springfield, Ill. Blaisdell's physiology adopted for school use.

Ottawa, Ill. Five additional copies of Webster's International Dictionary have been purchased for school use.

The Educational Music Books have been adopted at Kenton, Greenville, Oberlin, Lebanon and Elyria, Ohio.

Carlisle, Pa. Adopted, Henderson & Woodhull's physics.

Utica, N. Y. The board of education has adopted Gilbert & Brigham's Physical Geography.

Lippincott's New Physiology has been adopted for use in the State Normal School, Indiana, Pa.

The American Music readers and charts formerly published by Richardson, Smith & Co., are now sold by the Macmillan Company.

A new book dealing with animal life in the far North is announced for early publication, by Ginn & Co. The title is Northern Trials. Wm. J. Long is the author.

Lockhaven, Pa. Revised edition of Davis' physical geography recommended by the superintendent for high school use.

Lowell, Mass. Johnston & Spencer's History of Ireland has been ordered for use in the parochial schools, in connection with the study of Irish history.

Tappan's Our Country's Story, published by Houghton, Mifflin & Co., has been adopted for sixth grade work at North Adams and Somerville, Mass.

The Roxbury, Mass., Latin School has introduced as its elementary text-book in English and composition, Webster's Elementary Composition.

Messrs. Maynard, Merrill, & Co., of New York, have just published the first five volumes of Graded Poetry Readers. Two more volumes will be issued and the completed series of seven volumes will be carefully graded to the first eight years of school work. The first volume includes work for the first two years and each of the succeeding volumes contains work for one year. The selections have been made by Miss Katherine D. Blake, Principal Girls' Department, Public School No. 6, New York City, and Miss Georgia Alexander, Supervising Principal, Indianapolis, Ind. The volumes are uniform in size, ninety-six pages, bound in boards with cloth backs, and will be sold separately at 20 cents each. This plan of publication makes it possible to secure at a nominal price a wealth of supplementary reading in poetry for a single grade without the necessity of purchasing at the same time a large amount of matter for other grades.

FAMOUS MEN of Greece, Rome and Middle Ages

These Biographies of Famous Men are historical stories and are told in a way to attract and hold the child's interest. They have been prepared to meet the recommendations of the Committee of Ten and the Committee of Fifteen, and the practice of the best schools, and are preparatory for the later formal study of history. Three things are notable concerning the books:—

1. The simple style of the language, which adapts them to the third and fourth reader grades.
2. These stories are arranged in chronological order and are connected so that, together, they make complete histories of the times.
3. The illustrations present the most complete collection of photographs of historical paintings ever published.

By using these books as supplemental readers and making the stories the basis for conversation and composition work the pupils will be able, by the time they reach United States History, to recognize its proper historic relation to the world's history.

UNIVERSITY PUBLISHING CO.
27-29 WEST 23rd ST., NEW YORK

The Mississippi State Text-Book law is causing some friction. Book dealers throughout the state are expressing dissatisfaction with the depository features of the law under which only certain designated dealers can obtain books at the wholesale price. It is possible that the constitutionality of the law will be tested.

Newbury, O. Ginn & Company's Agriculture for beginners adopted for new addition to course Science of Agriculture.

Defiance, O. Hart's Essentials of American History adopted for high school use.

Cairo, Ill. Adopted by the board of education: Smith's arithmetics, Spencer's Medial Slant writing system, Halleck's English Literature.

FOR CHRISTMAS GIFTS

Gold Medals at Paris and St. Louis

THE PERRY
PICTURES

The World's Masterpieces

ONE CENT

each for 25 or more; 120 for \$1.00. Size, 5 1/2 by 8.

Catalogue of 1,000 miniature illustrations for a two-cent stamp during November. If you mention The Am. School Board Journal, or 25 Art Subjects in a portfolio for 25 cents. ORDER NOW

The Perry Pictures Co.
Box 62, Malden, Mass.



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Subjects



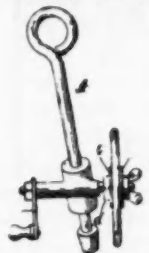
RECENT PATENTS.

CRAYON-HOLDER. Charles I. Pigford, Mississippi City, Miss.



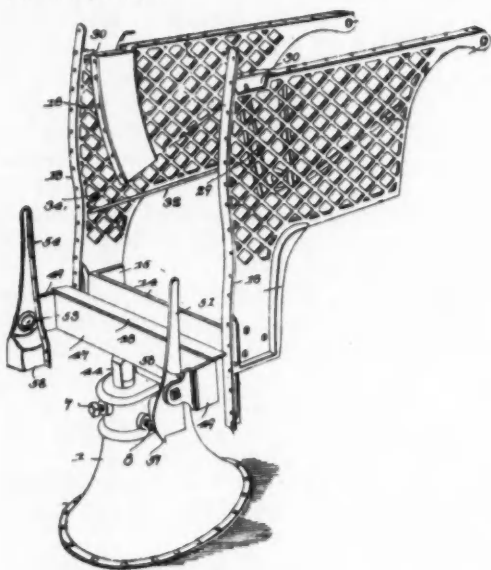
In a device of the class described, a casing having an open end and a bearing portion the walls of which converge toward said open end, a clamping device arranged in the casing and comprising a plurality of clamping members having meeting ends and relatively convergent inclined portions adapted to be acted upon by the bearing portion of the casing for moving the members to clamping position, a bearing-head provided at the meeting ends of the clamping members, and a cap adjustably engaged with the casing and having a seat for the reception of the bearing-head.

ROTARY ERASING DEVICE. Henry Reese, Baltimore, Md.



An erasing device comprising a vertical supporting-frame, a rotary eraser mounted thereon, means for adjusting the eraser laterally toward and from its frame and vertically on the frame and means connected with the eraser for operating it.

SCHOOL DESK AND SEAT. Edward Smering, Chester, S. C.



In a desk, the combination of a frame, a top tiltably mounted upon the frame and provided with pendent sides, and means located between the frame and one of the sides of the top to adjustably support the latter, the frame being provided with an opening to give access to the supporting means.

New York City. The American School Furniture Company has been awarded a large contract for school furniture to be used in the new Commercial high school. Other contracts were let to the Richmond School Furniture Co., Louis Gluck, William Sidebottom and Abraham & Strauss.

The remarkable increase in the sales of the Holden Book Covers from one end of the country to the other has again brought public attention to this remarkable article, which so fully remedies the many evils of the free text-

book law, as operated in the different states.

It is very seldom that one can go to a city or town having free text-books and not find the books covered with the Holden Covers. There is a reason for this and the cause lies in the fact that the parents object to their children using soiled and filthy books, which have been in the hands of other children a full school year before, and then having been passed to them. By the aid of the Holden Book Covers the books are recovered before the books are transferred, which enables them to be placed in the hands of the next scholar in a practically new, clean and healthful condition. The remarkable strength of the Holden Book Covers enables one cover to go through a full school year of the usual hard wear and handling and at the same time the protection is of such a practical sort as to make the books last fully twice as long as usual.

Carthage, Mo. Contract for school desks and 1,000 auditorium chairs awarded to the American School Furniture Company.

New York City. Contracts for school furniture and slate blackboards in the new DeWitt Clinton high school have been awarded to the following firms: American School Furniture Co., Henry Lang, Derby Desk Co., Robert C. Ogden.

Cincinnati, O. Manual training benches purchased from A. L. Bemis, Worcester, Mass.

Camden, N. J. Contract for maps awarded to the Scarborough Company, Boston.

Paducah, Ky. The school board has provided that children in the first and second grades use Eagle Pencil, No. 2.

Fort Wayne, Ind. Contract for high school desks awarded to the Cincinnati branch of the American School Furniture Co.

Cincinnati, O. Contract for manual training benches awarded to Grevatt Brothers, New York; for drawing instruments to A. E. Wilde & Co.

New York City. The Richmond School Furniture Company has secured the order for furniture in the Curtis High School.

Peoria, Ill. Desks purchased from A. H. Andrews Company.

Mr. A. W. Mumford, the veteran art and educational publisher, has consolidated his business with that of Geo. F. Gum & Company under the name of A. W. Mumford & Co. The new firm is located at 378 Wabash Avenue, Chicago.

The school boards of Rockford, Rock Island and Decatur, Ill., placed orders for Boro-Chalk dustless crayon and the Gregory erasers with M. H. E. Beckley, Chicago.

Evansville, Ind. The new school building has been furnished with natural slate blackboards by M. H. E. Beckley, Chicago.

The school boards of Delavan, and Milton Junction, Wis., and Sault Ste Marie, Mich., ordered natural slate blackboards through M. H. E. Beckley, Chicago.

The new schools at Morgan Park and Maywood, Ill., will be furnished with the Olmsted artificial slate blackboards by M. H. E. Beckley, Chicago.

Chicago. The board will require \$3,227,500 for new school buildings and the repair of old ones.

Chicago. The creditors of the J. M. Olcott Co., recently held a meeting for the purpose of



"Black Knight"

No. 6319

A ROUND YELLOW POLISHED PENCIL, CONTAINING AN EXCEPTIONALLY FINE, LARGE, SOFT BLACK, DURABLE LEAD

AN EXCELLENT DRAWING PENCIL

SAMPLE TO TEACHERS UPON REQUEST

EBERHARD FABER
NEW YORK

adjusting a claim held by the Structural Slate Company.

New Castle, Pa. The contract for general school supplies has been awarded to the G. W. Moody Company; for pens and pencils to Roy F. Brandon.

It will be of interest to the friends of Mr. G. W. Holden, who are scattered all over the United States, to learn that he is at present in Europe, and combining his trip with pleasure as well as profit, as the famous Holden Book Covers and Quick Repairing Material find no limit to their field of usefulness. Mr. Holden will return about the first of November.

The use of blinds or shades hung on stationary fixtures is no longer permitted in modern sanitary school buildings. Adjustable shades have been used with such advantage that they are almost indispensable. The Johnson Window Shade Adjuster is acknowledged to be the simplest, most durable on the market. Its cost too, is so reasonable that every school board can afford to equip its buildings.

Rockford, Ill. The American School Furniture Company has submitted the lowest bid for school desks.

St. Louis, Mo. Contract for manual training benches and tools awarded to Geller, Ward and Hasner Hardware Co., for drawing instruments, to F. Weber & Co.

New York City. The Board of Education has awarded contracts for school furniture for public school 40 to the following: Abraham & Straus, Narragansett Machine Co., American School Furniture Co.; for blackboards to E. J. Johnson & Co.

Janesville, Wis. Assistant State School Inspector Borden made the statement that a half million dollars was being wasted annually in the state on worthless school apparatus.

Evansville, Ind. The bidders on school desks were the Owensboro Desk Co., represented by W. A. Hester, former superintendent of the Evansville schools and the Wabash Desk Co. represented by Thomas G. Scott.

Duluth, Minn. Contract for school desks was awarded to the American School Furniture Co.

Chicago, Ill. At a recent fire the offices and ware rooms of the Union School Furnishing Co. and the Century School Supply Co., at 211 Madison street, were damaged.

NEW SONG BOOKS

FOR ALL GRADES OF SCHOOLS
AND SINGING CLASSES, BY
DR. ALFRED BEIRLY.

6 VERY POPULAR WORKS 6

The "National Singer," "Concert Master,"
"Song Triumphant," "Festal Days,"
"Song Monarch" and "School Songs."

ONE copy of any book, postpaid, - \$0.38 Cash
THREE different books, postpaid, - 1.00 Cash
SIX books, the full set, postpaid, - 1.50 Cash

TESTIMONIALS: "You could not make a poor book if you tried." "Everything you compose is sure to be musically and excellent."

My Rates are the Lowest in America.
SAMPLES SENT ON APPROVAL.

Publisher, **A. BEIRLY, Chicago, Ill.**

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Rockford purchased niture Co. required S state priso

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Richmond, Va. The state board of education has awarded the contract for printing 20,000 school registers to the firm of L. H. Jenkins, Richmond.

McKeesport, Pa. The board of education has purchased desks for the commercial department from L. D. Brown, representing the American School Furniture Co.

Altoona, Pa. Contract for furnishing the new high school building with desks and opera chairs awarded to Hedges & Co., Pittsburg. Contract for blackboards awarded to C. H. Cessna, Altoona.

McKeesport, Pa. The superintendent of schools placed one of the McIntosh Improved College Bench Lanterns in the high school recently.

The well-known blackboard outline maps of Richardson, Smith & Co., may now be purchased from the Macmillan Company.

Fargo, N. D. Adjustable commercial desks, manufactured by the American School Furniture Company, purchased for the high school.

The Board of Education of Passaic, N. J., seems to know a good thing when they see it and have supplied their high school with one of the McIntosh Improved College Bench Lanterns with full list of high grade accessories.

Schools desiring class or fraternity pins should write to Bunde & Upmeyer Company, Milwaukee, for illustrated circular and price list, just issued.

Oberlin College, Oberlin, O., has placed another McIntosh Improved College Bench Lantern with Vertical Attachment in their laboratories.

Louisville, Ky. Contracts for equipping the manual training department of the Male High School awarded to E. H. Sheldon & Co., Albrecht & Heick, Oliver Machine Company, and F. F. Reed & Co.

A full description of the thirteen different processes required to make a perfect steel pen, will be sent on application to Spencerian Pen Co., 349 Broadway, New York.

Rockford, Ill. The Board of Education has purchased desks from the American School Furniture Co., in disregard of the state law, which required School Boards to purchase from the state prison authorities.

Williamsport, Pa. Desks for the Curtin school building purchased from the H. G. Phillips School Supply House.

The McIntosh Stereopticon Company of Chicago have recently gotten out a new Vertical Attachment for use with their Improved College Bench Lantern, and the Armour Institute of Technology placed an immediate order with

them for one of these instruments together with their special College Bench "Gap" Lantern.

Toledo, O. The Board of Education recently purchased 800 plain oak and 200 adjustable desks. The successful competitors were the Superior Manufacturing Company and the American School Furniture Co.

St. Louis, Mo. Apparatus for the physics and chemical laboratories of the McKinley and Yeatman high schools were ordered purchased. The successful competitors were the Central Scientific Co., L. E. Knott Apparatus Co., Arthur W. Hall Scientific Co., J. S. Hemenway Co. and the C. H. Stoelting Co.

The Joseph Dixon Crucible Company receives many curious requests for samples. Here is one from a teacher(?) :

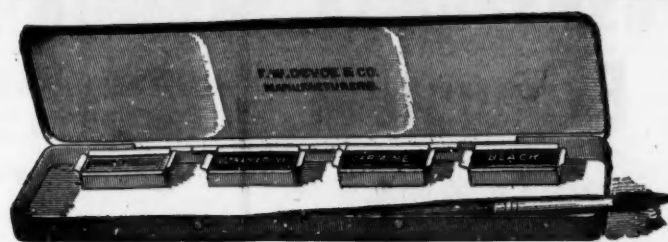
"My friend I wish you to send me a few samples of your pencils an send me a book to order from I should like to order a heap from you I am going to teach school after Oct. 25 I can order a heap from you and sell for you yours very truly."

Toledo, O. The School Board has awarded contracts for several portable school houses at \$1,425 each.

A NEW CATALOGUE.

"Locks and Hardware" is the title of a new catalogue just issued by the Yale & Towne Manufacturing Company of New York City. The volume contains more than 200 pages, six by nine inches in size, and is neatly bound in boards with cloth back and gold stamping.

Only those products of the firm which are most commonly called for are listed. The vast number of irregular and special goods of infrequent sale, which constitute the bulk of an unabridged catalogue, are omitted. Padlocks, night-latches, builders' hardware, door checks, chain blocks, etc., are catalogued. So far as possible every article is shown by illustration and explained by descriptive text indicating its action, use and relative grade.



Devoe School Color Boxes

If you have Devoe Colors you have Reliability, Uniformity of Color and Economy.

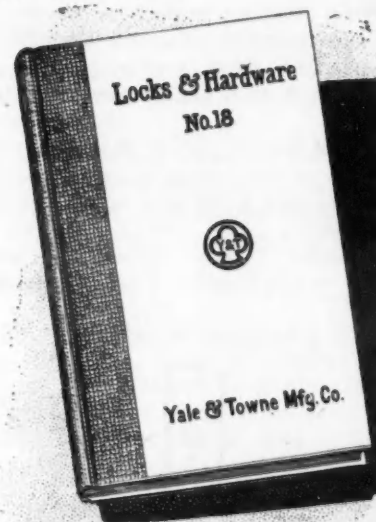
The cut shows our New Series, No. 122, containing four cakes—Black, Carmine, Ultramarine Blue and Perfect Yellow. Price 30 cents each. Chemical Gray in place of Black if preferred.

Sample box to teachers free. Catalogue on request. If you are interested in pyrography, we can supply outfits in this line, of Devoe quality.

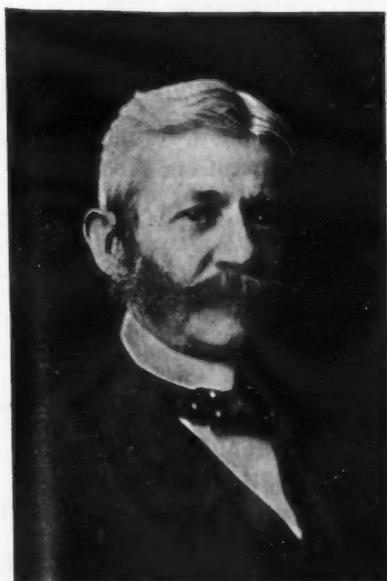
Devoe & Raynolds Co.

176 Randolph St., Chicago.
Fulton and William Sts., New York
1214 Grand Ave., Kansas City.

An innovation in a trade catalogue is found in the first thirty pages, which contain a glossary of technical terms and interesting, comprehensive articles on the mechanism and care of locks, lock-picking, master-keyed locks, hand and bevel of doors, etc.



The book is intended for general distribution. It will be sent, on request, to superintendents of buildings, architects, hardware dealers and all who are engaged in the construction and fitting of school houses or buildings in general.



WHAT ARE YOU GOING TO DO ABOUT IT?

RELIABLE STATISTICS—400 pupils require \$1,000 worth of free text-books. \$1,000 worth of books decrease in value \$30 every month of school use. \$30 worth of the great HOLDEN BOOK COVER and Quick Repairing Material protects both the *outside* and the *inside* of \$1,000 worth of books, making them last *twice as long* and keeps them clean and neat. *If they did not* our business would not grow *every year*. 20 per cent. increase this year over last year. Order for opening school year.

THE HOLDEN PATENT BOOK COVER CO.

G. W. HOLDEN, President.

SPRINGFIELD, MASS.

M. C. HOLDEN, Secretary.

Exhaustion

When you are all tired out, feel nervous, sleep does not rest, and your appetite is poor, take

Horstford's Acid Phosphate

It will revive your strength, induce natural sleep, improve appetite, and restore nerve power. It strengthens the entire system, curing the causes of **Headache, Indigestion and Debility.**

Pamphlet with full information free.
Rumford Chemical Works, Providence, R. I.

Marked Perfect.

Teacher: Johnny, you may give me a definition of "hypocrisy."

Johnny: It's when a feller says he loves his teacher.

Teacher: Wait a moment, Johnny. What do you understand by the word "deficit"?

Johnny: It's what you've got when you haven't as much as if you just hadn't nothin'.

"Mr. Chairman," yelled the new member, "there ain't no use trying to cover up this deficiency. There's a big hole and I demand an investigation."

"Very well," calmly replied the seasoned chairman, "we will refer it to a committee of the hole."

A Practical Preference.



You studied French while you were abroad? I did. I prefer the French language to the English.

Indeed?

Yes. It makes it harder for mother and the girls to find fault with my grammar.

Aus der Schule.
In der untersten Mädchen-
klasse will der Lehrer den er-
sten Gesangsunterricht
erteilen und stimmt dazu
seine Geige: da erhebt sich
eine Kleine und ruft: "Ach
bitte, Herr Lehrer—an Wal-
zer!"

Verdorbener Spaß.
Freier: "Wie kommt
es, daß Ihr Städchen jetzt
so ruhig ist? Früher haben
doch die Studenten diegan-
ze Nacht rumort!"
Bürgermeister: "Wir ha-
ben die Nachwächter abge-
schafft, und da macht ihnen
das Lärmen keinen Spaß
mehr!"

Routine Only.

"It is embarrassing sometimes to pursue a direct line of questioning," said President Eliot of Harvard in telling about a recent visit to New York. He had just dined at a hotel in Fifth Avenue, where the man who takes care of the hats at the dining room door is celebrated for his memory about the ownership of head-gear.

"How do you know that is my hat?" the collegian asked as his silk tile was presented to him.

"I don't know it, suh," said the doorman.

"Then why do you give it to me?" insisted President Eliot.

"Because you gave it to me, suh," replied the darky.

He got his quarter of a dollar.

Flunkers: But I don't think I deserve an absolute zero.

Professor: No, sir, neither do I. But it is the lowest mark I am allowed to give. Good day.

The Entire List.

Teacher of Physiology—Now we will dissect this odd little animal. But first, Jimmy Phalig, will you tell me what we have here?

Jimmy—Faith, it's called a bat, sir.

Teacher—Very well. Now how many kinds of bats are there?

Jimmy—There are foive. The black bat, the red bat, the acrobat, the ball bat and the brick bat, sir.

"Little boy, why are you skating on that pond? Is there no school to-day?"

"Oh, yeth, sir, but I god sugm a cold id my head I cad go, sir."

"Mary define anonymous."

"Something without a name."

"Right. Give a sentence containing the word."

"Mother has a new baby that is anonymous."

Not Naming Anybody.

Jollius: "You're a farmer, are you? Well, farming is a noble profession. It's all right to call it a profession, isn't it?"

Otstuff: "Sure. Thousands of men profess to be farmers who don't know the first principles."

Safe.

First Undergraduate: Have you telegraphed to the old man for money?

Second Undergraduate: Yes.

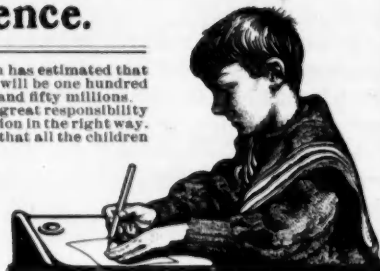
Got an answer?

Yes; I telegraphed the old man, "Where is that money I wrote for?" and his answer was, "In my inside pocket."

You Can't Play Truant From the School of Experience.

A member of the Isthmian Canal Commission has estimated that the population of the United States in 27 years, will be one hundred and fifty millions; and in 47 years, two hundred and fifty millions. Upon the educational profession is thrown the great responsibility of instructing and guiding this enormous population in the right way. Begin your part of the work at once by seeing that all the children in your schools are supplied with DIXON'S AMERICAN GRAPHITE PENCILS. A package containing samples of the pencils generally used in school work, will be sent to any teacher who mentions this publication and encloses 16 cents in stamps.

JOSEPH DIXON CRUCIBLE CO.
Jersey City, N. J.



Teacher (at home): At the cooking school we called this a pudding.

Cook: Here it will become a soup.

In a Sad Case.

A small boy was asked by his teacher to spell the word "though." After spelling it correctly, she asked why he did not pronounce the last three letters.

He thought a moment, and then replied: "Because they are deaf and dumb."

A Natural Mistake.

"How do you like that college song Miss Screecher is singing?"

"Is that a college song? I thought it was a college yell."

Teacher: William, find the square root of any number.

William: I thought they found them all last term.

The Ice Bill.

Teacher: When water is transformed into ice what great change takes place?

Bright Boy: The change in price.

It makes all the difference in the world where the language is used. According to President Harris of Amherst, for instance, a word that is looked upon as profanity in Boston may express the deepest sentiment out West, in proof of which he tells the following story:

"A rough miner died out West, and was laid away by his fellow-laborers, with a common slab of stone to mark his resting place. On the stone was this inscription:

"Bill Jenkins: died June 13, 1901. He done his damndest. Angels could do no more."

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1 entire state 2 cities of over a million population, 6 cities of over 100,000 population and 14 cities of over 25,000 population have adopted the Southworth-Stone Arithmetics. Correspondence solicited.

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NEW BOOKS.

(Concluded from page 14.)

It has frequently been said that nothing new can be achieved in the line of readers. To hold this view would mean that the wheels of progress had been turned the other way. The child mind can be reached by newer, fresher and more useful material and the gradation can be made more compatible with the natural growth of child mind.

The more important characteristics of the Blodgett series are:

The reviews which are a strong feature, remarkable in interest and continuity of thought. A point of great value is the variety of inflection and intonation that will be unconsciously acquired by the child while learning to read. The basal idea of the text has been to teach friendliness for all things.

For the fuller and better preparation of the material for these books, a series of ten questions was sent to a large number of the best first-year teachers in the United States. The suggestions and opinions of these teachers have been incorporated.

The books are readers, not method books, word books, or encyclopedias of primary work.

The sentence method is emphasized, but a judicious combination of phonic and word method is suggested. The material here supplied will meet the method of the trained teacher of to-day.

Word lists and phonograms in sufficient numbers have been introduced as desirable aids, and a full supply of reading slips for review and practice work has been prepared to accompany the Primer.

Examples in Algebra.

By Charles M. Clay, Headmaster of Roxbury High School, Boston. 372 pages. Price, 90 cents. The Macmillan Company, Publishers, New York, Chicago. For sale by Geo. Brumder Book Department, Milwaukee.

This book contains eight thousand algebraic exercises and problems carefully graded from the easiest to the most difficult. Every topic in algebra is illustrated, with examples, from the simplest to the most complicated. The high school teacher who is seeking to supplement the work of regular text-book will find a mass of material from which examples can be selected to suit the mental capacity of any class.

The book will fill a long felt want and is to be recommended most heartily.

The Common School: Book of Vocal Music.

A One-Book Course of Song and Study for Use in the Schools of Mixed Grades. By Eleanor Smith. 192 pages. Silver, Burdett & Company, New York, Boston, Chicago.

Recognizing the conditions existing in the ungraded school, the author has divided her book into three parts:

Part 1, containing a large number of very simple songs and studies most carefully graded and classified.

Part 2, made up of familiar songs arranged according to difficulty, the first ones being very simple.

Part 3, made up of songs for general singing and study. Among these songs are a number of the most popular folk-songs of the world. To these are added a few of the simpler songs from the classical writers, such as Mendelssohn, Schumann and Beethoven. Poems, not mere rhymes, have been set to this music. The demoralizing rag-time has been excluded. Some specially good points have been given teachers for handling rhythm, accent, the musical phrase, sight-reading, writing familiar melodies from memory. This collection, properly taught, may train the eye, ear, voice.

Introduction to Analytic Geometry.

By Percy F. Smith, Professor of Mathematics in the Sheffield Scientific Schools, Yale University, and Arthur Sullivan Gale, Instructor in Mathematics in Yale College. 8vo. Semi-flexible cloth, 217 pages, illustrated. List price, \$1.25; mailing price, \$1.35. Ginn & Company, Boston, New York, Chicago.

Some uncertainty follows a merely cursory glance over these pages. The subject-matter is strikingly algebraic in form, still the title reads, "An Introduction to Analytic Geometry." A more careful inspection relieves the mind from its perplexity. The book is a geometry pure and simple, though it expresses new thought upon a time-honored subject. Emphasis has everywhere been laid upon the analytic method of treatment. The student is taught to start with the equation, is taught to use the figure only as a guide. This method is evidently a reaction against the mechanical, memoriter use of theorems and figures. Yet the authors are scrupulous in stating that "they have followed the Euclidean method of definition and theorem, without, however, adhering to formal presentation." After all, there is no getting away from Euclid.

It is slightly staggering to read that this thorough course in analytic geometry may be accomplished in thirty or forty lessons. Still, the amount of work accomplished in a given time depends largely upon the way the subject is presented.

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Village Schools.

Two Room Series; Three Room Series; Four Room Series. 48 pages, fully illustrated. Price, 75 cents, each. W. R. Parsons & Son Company, Publishers, Des Moines, Ia.

These three books are a continuation of an admirable series of schoolhouse plans published by the well-known firm of architects, W. R. Parsons & Son Company. Each book contains twenty plans designed to meet various local conditions, such as size of lot, cost, number of pupils to be accommodated, etc.

The first book is devoted entirely to two room, the second to three room and the third to four room buildings. The excellence of interior arrangement and the variety of exterior treatment are a distinct and pleasurable surprise. The method of lighting, the size of class rooms, the arrangement of cloakrooms, etc., are in all cases correct and in accord with the latest and best practice.

The books form a valuable addition to the literature on school architecture and should be in the hands of every school board which is about to erect a small building.

Civil War Stories.

Retold from St. Nicholas. By various authors. Full cloth, 12mo, 200 pages. Price, 65 cents net. The Century Company, New York.

This little book is a collection of short sketches upon the civil war. The writers tell of their own experiences in a simple but very interesting manner. One commendable feature is the absolute omission of detailed description of the bloody battles which might have an unpleasant effect upon a child.

The book is profusely illustrated with splendid engravings that tend to add much to its general attractiveness. Its primary object is to inculcate into the child's receptive mind, by simple narrative, a love for country, and respect for those good and true men who suffered and died upon the blood-stained battlefield that their posterity might enjoy the benefits of sweet liberty and a firm government.



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The kindergarten, writes Miss Laiah B. Pingree, is designed to supply that necessary link between the home and the school which was once lacking. When children were sent directly from the home to the school it is probable that many children began school at too early an age. Now, however, there is the kindergarten to prepare your child for those tasks which it will have to take up in the primary school.

The kindergarten provides for the general training of the child's powers, rather than for the teaching of specific subjects. It is a school of experience and not of definite achievement. It aims to open the child's nature and to place him in the right attitude toward those aspects of the world which shall later on constitute the subjects of his study.

It has been said that there is risk of subjecting the very young child to physical strain. This criticism undoubtedly refers to reading or other exercises which require close attention, and not to the simple and varied work and play carried on in the kindergarten. Work and play, song and story, call out the sympathies of the child, and aim to form habits which constitute the bases of character.

The connection between the kindergarten and the primary school is very important. It has been found in the primary school that the pupils from the kindergarten are in number, form, color, language and manual training far in advance of the pupils who have never attended school before.

The value of the kindergarten instruction is proved by the testimony of teachers who state that children who come from the kindergarten have better powers of observation, expression and concentration, are more attentive, alert, intelligent and accurate; have clearer ideas, greater imagination, better reasoning powers; are more original and speak better English, while at the same time they are more obedient, self-reliant, honest, generous, truthful, courageous, orderly, unselfish and industrious. It is to be noted also that they are more polite in their manners, and physically much better in every way.

SPECIAL STUDIES.

Saginaw, Mich. Supt. Warriner has recommended that the Board of Education open evening and Saturday classes in manual training.

Canton, O. Pyrography is to be added to the manual training course.



THE ABSENCE of complications is the most conspicuous feature in **MEDART GYMNASTIC APPARATUS.**

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Fremont, Neb. The study of German has been introduced in the high school as an elective.

Toledo, O. The Board of Education has determined to open a manual training department for high school pupils in temporary quarters. For years the faculty of Toledo University conducted manual training classes for the pupils of the high school. This year it was, however, determined to discontinue the study. The School Board will for the current year offer courses in free-hand drawing, clay modeling, sewing, millinery, cooking and wood-carving. Carpentry and forging will not be taught until a new building is erected.

Topeka, Kan. A movement is on foot to establish a free cooking school for those young women who wish to learn the intricacies of household duties. It is stated that this school will be unlike ordinary schools and will not be hedged in by conventionalities.

Council Bluffs, Ia. It is proposed to introduce manual training and domestic science departments in the schools at this place.

Elgin, Ill. The School Board has rescinded a resolution to introduce the natural writing system and will continue to use the vertical.

Salt Lake, Utah. The introduction of a sewing class in the high school is being considered by the School Board. This proposition is opposed by some members of the board because of the lack of space and funds to carry on the work properly.

Argenta, Ark. Upon recommendation of Supt. C. J. Baker, a course in drawing has been introduced in the schools.

Denver, Colo. Judge Lindsey recently suggested at a meeting of the School Board, the advisability of introducing trade schools into the public school system. The speech was more in the nature of a plea and contained good thoughts upon a much mooted question. Mr. Lindsey said in part:

"I plead for the children of the poor, who have no opportunity in the schools to learn to become skilled workmen. Why has not the poor boy, who must quit work after the eighth grade, just as much right to the opportunities to learn a trade as his more fortunate brother who goes through the university at state expense to become a mining engineer, a lawyer, a doctor? Plumbers, printers and carpenters are as important as the professional men. The school system is all right, but can be improved by the added equipment for industrial efficiency.

"I believe that the best thing the School Board could do would be to consolidate two or three of the downtown districts and build a modern, up-to-date school and playground, this school to furnish the means for boys in the grammar schools to become skilled workmen. They might take a business course instead of the ordinary curriculum, much of which is impracticable and absurd."

Cleveland, O. Supt. Edwin F. Moulton has recommended to the board that the supervisor of writing be given two assistants. It is intend-

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ed to place writing upon a broader basis than heretofore.

Galveston, Tex. Manual training has been introduced in the high school as the result of a donation for that purpose by a prominent citizen.

Fargo, N. D. The Board of Education has recently decided to supplant the present vertical writing by the slant system. It has been said that over 80 per cent. of the leading school centers in the country have done away with vertical writing.

The claim that the Isaac Pitman shorthand has completely circumnavigated the globe is certainly well founded, and has recently been further emphasized by the adoption of this system into the public schools of the Republic of Panama, and also into the schools of San Juan, P. R. Other schools having adopted this system are: Ocean Grove (N. J.) high school, Norristown (Pa.) high school, Peekskill (N. Y.) high school, Morris evening high school, New York City; Kearny (N. J.) public schools, Oliver Ames high school, North Easton, Mass.; Lewistown (Pa.) high school, Somerville (N. J.) high school.

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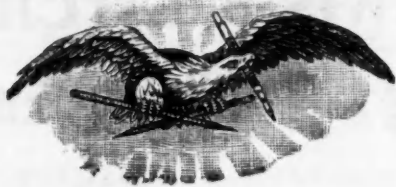
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TEACHERS' SALARIES.

In a bulletin addressed to the teachers of his state, Supt. Fassett A. Cotton of Indiana makes the following pertinent observations:

It is true that good teachers are poorly paid in money. However, it is also true that all bad teaching in the state is overpaid. Poor teaching is worth infinitely less than nothing to the community, and good teaching can never be paid for in dollars and cents. There never was a time when competent men and women were in such demand as now. No competent teacher need be idle a day. There is always a place for him at a good salary. Preparation and interest in the work, and ability to do good work, on the part of the teacher, would do much toward solving the salary question. Poor teaching, more than anything else, keeps salaries down. With the standard of qualifications raised, the number of applicants will diminish, when the law of supply and demand will, in large measure, regulate the salary. The more preparation that is demanded the fewer will be the number to qualify. The great number who now make teaching a convenience to tide over temporary financial embarrassment will diminish in the degree in which teaching is dignified by scholastic and professional qualifications. The way to solve the salary question is to increase qualifications and dignity in the calling. To meet these increased demands teachers must realize the necessity for beginning adequate preparation at once.

Baltimore. The question of teachers' salaries is receiving considerable attention. At present the teachers who enter the service receive \$300 for the first year. Regular increases are made each year until a salary of \$504 is reached in the fifth. A small number recommended for special efficiency receive \$600 per year, after the fifth year of teaching.

Binghamton, N. Y. The School Board has amended its salary scale so that college graduates may receive \$500 for their first year of teaching instead of \$400.

Niagara Falls, N. Y. A graded scale of salaries for teachers has been adopted by the School Board. Increases according to the length of service and the character of the work of the teacher are provided.

Myers' Ancient, Mediaeval and Modern histories, revised edition, have been adopted at Madison, Wis.



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A late bulletin of the Prang Educational Company contains a list of 155 important cities in all parts of the United States in which the Text-Books of Art Education have been adopted since September. Such cities as Baltimore, Washington, Cincinnati, Columbus, Omaha, Boston, Louisville, Minneapolis, St. Paul, etc., are included in the list.

TRUANCY.

Kansas, City, Mo. The Board of Education has taken active steps to enforce the new state truancy law. Under the direction of Supt. J. M. Greenwood, a department of compulsory education is being organized to take charge of the work and a complete canvass of the city is being conducted to round up all offenders.

Three truant officers have been appointed at a salary of \$75 per month, to serve during the school year. A card index system has also been devised to keep a record of all cases investigated. Under the direction of the attorney for the School Board an abstract of the law, with printed suggestions to teachers as to their rights, has been prepared.

New York, N. Y. A school for truants and incorrigibles, the first of its kind in the city, recently opened in Public School 120. The school will be particularly adapted for the instruction of children who have been before the children's court and who need special oversight. It will save the city the expense of boarding truants, as the children who attend it will live at home.

Ottumwa, Ia. The School Board is strictly enforcing the compulsory education laws.

Marinette, Wis. The public and parochial school authorities have combined to reduce truancy to a minimum. On the opening day of school, lists of enrollment were prepared and compared with the last school census. All children between the age of 7 and 14 who were not enrolled in one of the schools were then rounded up by the truant officer.

Cards have also been prepared upon which, each day, all pupils who are believed to be playing truant are entered. The cards are daily sent to the truant officer for investigation.

Mrs. Ella M. Parmelee has been appointed woman truant officer in Chicago at a salary of \$850 per year. The need of a woman to round up girl truants was deemed necessary.

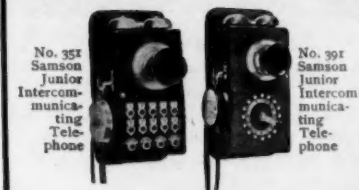
THE TEACHER'S PROBLEM.

Every school teacher is confronted with the dual problem of teaching those who are willing and reshaping the characters of the rebellious so that they shall be willing. How this difficulty is to be overcome is suggested in a little book entitled "The Teacher's Problem," issued by the publishers of The Youth's Companion. The book is largely made up of letters from teachers in various parts of the country, who have wrestled with the most adverse conditions in the schoolroom, and have overcome them by tact, patience, and strength of character. A sample copy of the book will be sent to any address for 9 cents in stamps sent to The Educational Department, Youth's Companion, Boston, Mass.

Barnes Special Typewriting Instructor has been selected for use in the high schools at Mt. Vernon, O., Mt. Vernon, Ill., and Charlevoix, Mich.

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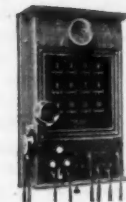


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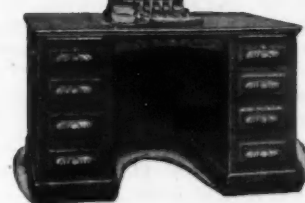
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ALABAMA.

Courtland—\$4,000 school to be erected.

ARKANSAS.

Paragould—Will erect parochial school. Biggers—to erect a 2-story, \$4,000 school. Lake Village—School to be erected in the Lake Side school district.

CALIFORNIA.

San Francisco—Plans for state normal school by Archts. Stone & Smith. Santa Monica—\$60,000 in bonds will be issued for erection of three schools. San Francisco—Plans for the following schools have been adopted: 12-room, \$81,000 school, the Laguna Honda district; 8-room, \$54,000 Sunnyside school; and the Washington grammar school, \$119,000. Pasadena—Architect. F. S. Allen to prepare plans for erection of a \$50,000 high school. Redondo—Site to be selected for erection of high school. La Jolla—To erect school. Rochester—Plans are being drawn by Archt. Smith, Los Angeles, for erection of school.

CONNECTICUT.

Hartford—Plans prepared for erection of 3-story parochial school by Archt. Jos. A. Jackson, New York, N. Y. cost \$60,000. Meriden—Archit. Chas. S. Palmer has plans for erection of school.

GEORGIA.

Warrenton—To issue bonds for erection of \$10,000 school.

ILLINOIS.

Bloomington—Addition to be erected to the Washington school. Deer Creek—To erect school. Rockford—High school will be erected. Owaneco—Voted to erect school. Odell—School to be erected. Gridley—Archit. Paul O. Moratz, Bloomington, is preparing plans for erection of 6-room central school; cost \$15,000. Chicago—Plans are under way for forty new school buildings.

INDIANA.

Monticello—A bond issue to build a \$20,000 school secured. Terre Haute—Plans for an 8-room, \$10,000 school to be prepared by Archt. J. G. Gault.

INDIAN TERRITORY.

Pauls Valley—Two schools costing \$25,000 will be erected.

IOWA.

Clear Creek—Parochial school will be erected. Bluegrass—Will erect school. Monticello—\$5,000 parochial school to be erected. Stratford—Work on \$12,000 school is well under way. Danbury—Will erect school.

KANSAS.

Duquoin—Site selected on South Washington street for erection of \$32,000 structure.

KENTUCKY.

Sturgis—Plans prepared for a 10-room school costing \$20,000, by Archts. Harris & Shopbell, Evansville, Ind.

LOUISIANA.

New Orleans—Architects have completed plans for erection of the \$25,000 school.

MARYLAND.

Baltimore—Appropriated \$15,000 for erection of school south and west of Druid Hill Park.

MASSACHUSETTS.

Saugus—10-room high school to be erected according to plans of Archts. Prescott & Sidebottom, Boston.

MICHIGAN.

Hamtramck—\$6,000 school to be erected according to plans of Archts. Malcomson & Higginbotham, Detroit. Mynnings—School to be erected. Sault Ste. Marie—Site selected on Albert street for erection of school. Hancock—To erect school. Ann Arbor—\$200,000 in bonds issued for erection of school. Calumet—Archts. Charlton & Kuenzli, Marquette, are preparing plans for erection of high school to replace the one destroyed by fire. South Bay City—Site has been selected for erection of the Polish school near Cass and Michigan avenue.

MINNESOTA.

Hibbing—District No. 27 to erect \$60,000 school. Pine River—School to be erected in district No. 95. Fairmont—Work has commenced on erection of school in district No. 62. Minneapolis—2-room, \$6,000 school planned by Archt. Lemuel Jepson.

MISSISSIPPI.

Wallerville—Will erect school. Laurel—2-story, \$20,000 school to be erected according to plans of Archts. Krouse & Shaw, Meridian. Purvis—Plans prepared by Archts. Krouse & Shaw, Meridian, for erection of 2-story, \$10,000 school.

MISSOURI.

Webster Groves—2-story, \$50,000 school to be erected according to plans of Archts. Tully & Clark, St. Louis. Kansas City—Plans preparing for erection of parochial school at Thirty-first and Flora avenue. Sparksville—School to be erected. St. Louis—Addition to be erected to the Webster school. Octa—Addition to be erected to school.

NEBRASKA.

Arapahoe—Voted to issue \$6,000 in bonds for erection of school. Greeley County—\$7,000 school to be built in school district No. 43.

NEW HAMPSHIRE.

Lakeport—To erect school on Mechanic street. West Derry—Parochial school will be erected.

NEW JERSEY.

Jersey City—Plans accepted for erection of 4-story primary school in Greenville section. Moorestown—Plans prepared for erection of 2-story school by Archt. Herbert N. Moffett, Camden, cost \$24,000. East Orange—Plans prepared for erection of school in Ashland district. Hasbrouck Heights—14-room school to be erected.

NEW YORK.

Greenwich—Voted to issue \$50,000 in bonds for erection of high school. New York—5-story, \$70,000 school planned by Archt. C. B. J. Snyder. Olean—Have voted to erect a \$15,000 school on Wildwood avenue. Honeoye Falls—Voted to erect \$4,000 addition to school. New York—Plans for 5-story, \$300,000 school on 3d avenue and 41st street, planned by Archt. C. B. J. Snyder. Brooklyn—Archts. Helmle, Huberty & Hudsell have plans ready for parochial school to be erected on the south side of Madison street; cost \$7,000. Watertown—Addition to be erected to the Academy street school.

NORTH CAROLINA.

Sanford—Have adopted plans for erection of 2-story, \$10,000 school. Andrews—\$5,000 in bonds voted for erection of school.

OHIO.

Cincinnati—St. Mark's congregation to erect school. Toledo—Archit. W. C. Hudson is preparing plans for two 1-story portable schools. Newark—Plans by Archt. V. E. Thebaud for erection of addition to parochial school for St. Francis De Sales parish. Johnsons Island—Will erect school in Danbury township. Toledo—Archts. H. W. Wachter, D. L. Stein and A. B. Sturges are preparing plans for three additions to schools which will cost between \$15,000 and \$25,000 each. Cleveland—\$300,000 appropriated for erection of five schools and one high school. Mansfield—An \$18,000 addition is to be erected to the Newman street school. Marion—Another school to be erected in the spring. Portsmouth—School to be erected on New Bond st. Cooperdale—Will erect school. Dayton—Plans preparing for erection of 2-story, 8-room school by Archt. Frank L. Sutter; cost \$25,000.

OREGON.

Sheridan—Have accepted the plans of E. H. Morrison, architect, Dallas, for erection of \$7,000 school.

PENNSYLVANIA.

Youngwood—W. G. Sloan, Archt., Greensburg, has

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plans prepared for erection of 8-room school; cost \$25,000. Johnston—Plans completed for erection of parochial school. Philadelphia—Site selected on corner of Fifteenth and Mount Vernon streets for erection of the girls' high school. Glenside—\$20,000 school to be erected. Crafton—To prepare plans for erection of 12-room, \$60,000 school. Philadelphia—Portable school to cost \$2,400 to be erected at Torresdale.

SOUTH CAROLINA.

Cherokee—Work on school rapidly progressing.

TENNESSEE.

Winchester—County high school to cost \$15,000 will be erected. Huntsville—High school to be erected for Scott county.

TEXAS.

El Paso—Archit. Edward Kneezell has plans for erection of school. Brady—2-story school to be erected according to plans of Archt. S. P. Herbert, Waco. Arlington Heights—8-room, \$15,000 school to be erected. Bronson—Voted in favor of issuing bonds for erection of school.

VIRGINIA.

Norfolk—Plans prepared for 2-story addition by Archt. W. T. Zepp.

WEST VIRGINIA.

St. Marys—The high school is to be enlarged according to plans of Archt. Burkhardt, New Martinsville; cost \$6,000.

WISCONSIN.

Platteville—Plans ready for erection of 3-story normal school. Archts. Van Ryn & De Gellecke, Milwaukee. Kenosha—Plans prepared for erection of 2-story school by Archt. T. Gaastra; cost \$32,000. Markesan—Have voted to appropriate \$18,000 for erection of school. Wyoming—School to be erected in joint district No. 6. Milwaukee—Plans selected for new normal school, Van Ryn & De Gellecke, Architects. Horicon—Plans to be prepared for erection of \$20,000 high school. Neenah—Appropriated \$13,000 for purchase of site on which to erect a high school.

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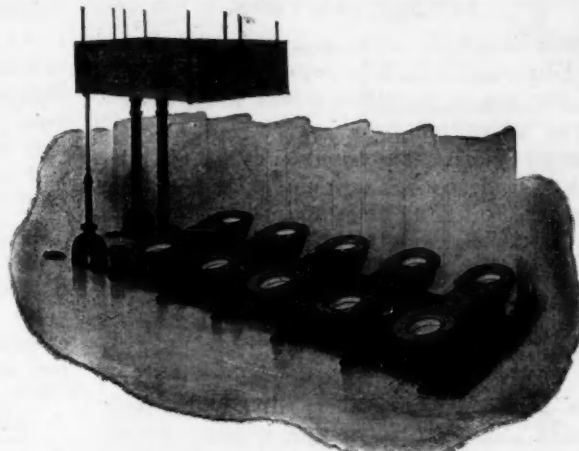
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Webster's Modern Dictionary. Adapted for Intermediate Grades. Compiled by E. T. Roe. 458 pp. 27,000 words. Price, 42 cents. Laird & Lee, Chicago.

Modern English. (Book Two.) A Practical English Grammar with Exercises in Composition. By Henry P. Emerson and Ida C. Bender. 396 pp. Price, 60 cents. The Macmillan Company, New York. Sold by Geo. Brumder Book Department, Milwaukee.

Comprehensive Bookkeeping. A First Book. By Artemas M. Bogle. 142 pp. Price, 90 cents. The Macmillan Company, New York. Sold by Geo. Brumder Book Department, Milwaukee.

In the Days of Milton. By Tudor Jenks. Illustrated. 306 pp. Price, \$1.00, net. A. S. Barnes & Company, New York.

Uncle Sam and His Children. By Judson Wade Shaw. 12mo, cloth, 360 pp. Price, \$1.20, net. A. S. Barnes & Company, New York.

Fifty English Classics Briefly Outlined. By Melvin Hix. 74 pp. Price, \$1.25. Hinds, Noble & Eldredge, New York City.

Topical Discussion of American History. Teachers' Manual and Course of Study in History and Civics. By William C. Doub. 297 pp. Price, \$1.10. The Whitaker & Ray Company, San Francisco, California.

The History of Arizona. By Sidney R. DeLong. 199 pp. Price, \$1.00. The Whitaker & Ray Company, San Francisco.

Pupil's Outline of American History. (Revised Edition.) By William C. Doub. 103 pp. Price, 25 cents. The Whitaker & Ray Company, San Francisco.

Educative Handwork Manuals. Basketry, Clay, Paper Weaving. By Arthur Henry Chamberlain, and Ella V. Dobbs, Jane Langley, Harry D. Gaylord. 78 pages. Illustrated. Price, 50 cents. The Whitaker & Ray Company, San Francisco, California.

Popular West Coast Flora. An Analytical Key to the Flora of the Pacific Coast. By Volney Rattan. 221 pp. Illustrated. Price, \$1.25. The Whitaker & Ray Company, San Francisco, California.

Representative Essays on the Theory of Style. Chosen and Edited by William T. Brewster. 12mo, cloth. Price, \$1.10, net. The Macmillan Company, New York, Boston, Chicago. (Sold by Geo. Brumder Book Department, Milwaukee.)

Civics. Studies in American Citizenship. By Waldo H. Sherman. 328 pp. The Macmillan Company, New York, Chicago, Boston. (Sold by Geo. Brumder Book Department, Milwaukee.)

The Industrial History of the United States. For High Schools and Colleges. By Katharine Coman. 343 pp. Price, \$1.25. The Macmillan Company, New York, Boston, Chicago. (Sold by Geo. Brumder Book Department, Milwaukee.)

Nature Study in the Poets. Arranged for School Use. By Mary Roenah Thomas. 142 pp. Price, 50 cents, postpaid. The Palmer Company, Boston, Mass.

The Life That Counts. By Samuel Valentine Cole. 124 pp. Price, 75 cents. Thomas Y. Crowell & Company, New York.

The Happy Life. By Charles W. Elliot. 39 pages. Price, 75 cents. Thomas Y. Crowell & Company, New York.

Greatness in Literature. By W. P. Trent. 248 pp. Price, \$1.20, net. Thomas Y. Crowell & Company, New York.

Famous American Authors. By Sarah K. Bolton. 196 pp. Price, \$2.00. Thomas Y. Crowell & Company, New York.

How to Study Pictures. By Charles Henry Caffin. Octavo, 513 pp. Price, \$1.80, net; postage, 18 cents. The Century Company, New York City.

The Rolla Books. By Jacob Abbott. New Edition. 14 volumes, 16mo, illustrated. 50 cents per volume. Thomas Y. Crowell & Company, New York.

One Hundred Best American Poems. Selected by John R. Howard. 334 pp, 18mo, cloth. Price, 35 cents. Thomas Y. Crowell & Company, New York.

Physics. By Charles Riborg Mann and George Ransom Twiss. 453 pp. Price, \$1.25. Scott, Foresman & Company, Chicago.

English Literature. By Alphonso Gerald Newcomer. 452 pages. Price, \$1.25. Scott, Foresman & Company, Chicago.

A Brief English Grammar. By Fred Newton Scott and Gertrude Buck. 197 pp. Price, 60 cents. Scott, Foresman & Company, Chicago.

In the Reign of Coyote. Folklore from the Pacific Coast. By Katherine Chandler. 161 pp. Illustrated. List price, 40 cents. Ginn & Company, Boston, New York, Chicago.

Beaufort Chums. By Edwin L. Sabin. 286 pp, 12mo, cloth. Price, \$1.00. Thomas Y. Crowell & Company, New York.

An Emerson Calendar. By Huntington Smith. 120 pp. 12mo, gilt top. Price, 50 cents, net. Thomas Y. Crowell & Company, New York.

Village Schools. (Two, three and four room series.) Designs for Village Schools. Price, 75 cents each. Published by W. R. Parsons & Son Company, Architects, Des Moines, Iowa.

Stories from Wagner. By J. Walker McSpadden. 344 pp, 16mo, 60 cents. Thomas Y. Crowell & Company, New York.

Stories from Plutarch. By F. Jameson Rowbotham. 350 pp, 16mo, 60 cents. Thomas Y. Crowell & Company, New York.

Civil War Stories. Retold from St. Nicholas. Full cloth, 12mo, 200 pp. Price, 65 cents. The Century Company, New York.

Colonial Stories. Retold from St. Nicholas. Illustrated. 200 pp. Full cloth, 12mo. Price, 65 cents, net. The Century Company, New York.

Our Holidays. Their Meaning and Spirit. Retold from St. Nicholas. 204 pp. Price, 65 cents, net. The Century Company, New York.

The Twentieth Century Spellers. In Two Books. By William L. Felter and Libbie J. Eginton. D. Appleton & Company, New York.

The Basis of Practical Teaching. A book in Ped-

agogy. By Elmer Burritt Bryan. 190 pp. Silver, Burdett & Company, New York, Boston, Chicago.

Builders of Our Nation. By Alma Holman Burton. 260 pp. Price, 60 cents. Eaton & Company, Chicago, New York.

Stories of Great Musicians. By Katherine Lois Scobey and Olive Brown Horne. Illustrated. 189 pages. American Book Company.

Fairy Reader. Adapted by James Baldwin. Cloth, 12mo, 190 pages, with illustrations. Price, 35 cents. American Book Co., New York, Cincinnati, Chicago.

Revolutionary Stories. Retold from St. Nicholas. 205 pp. Price, 65 cents, net. The Century Company, New York.

Essentials in English History. By Albert Perry Walker, in consultation with Albert Bushnell Hart. 592 pp. Price, \$1.50. American Book Company, New York, Cincinnati, Chicago.

Essentials in American History. By Albert Bushnell Hart. 8vo, 631 pp. Price, \$1.50. American Book Company, New York, Cincinnati, Chicago.

Advanced Civics. The Spirit, the Form, and the Functions of the American Government. By S. E. Forman, Ph. D. 456 pp. The Century Company, New York.

The Elements of Business Law. By Ernest W. Huffcut. 329 pp. List price, \$1.00; mailing price, \$1.10. Ginn & Company, Boston, New York, Chicago.

Seat Work and Industrial Occupations. A Practical Course for Primary Grades. By Mary L. Gilman, Principal of the Clay School, Minneapolis, Minn., and Elizabeth B. Williams, Principal of the Holmes School, Minneapolis, Minn. 141 pages. Price, 50 cents. The Macmillan Company, New York, Chicago.

Primary Readers. First and Second Book. Containing a Complete Course in Phonics. By Katharine E. Sloan. First Book, 151 pages. Price, 20 cents. Second Book, 174 pages. Price, 25 cents. The Macmillan Company, Boston, New York, Chicago. Geo. Brumder Book Department, Milwaukee, Wis.

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SCHOOL JANITORS.

New York City. The estimates of the Board of Education contain a request for \$1,461,000 for the care of the public school buildings.

The school buildings are cleaned under a contract system. The board hires a janitor for each schoolhouse and pays him a lump sum for firing the boilers and cleaning according to the number of class rooms and floor space. There are to-day 470 of these janitors and they employ in turn fully 1,500 men and women to act as firemen and cleaners.

In the new buildings, recently finished, a new plan of directly employing all of the janitors' help and paying them directly has been adopted. The plan has resulted in much cleaner conditions in every case where it has been tried, so that the board now desires to extend it to all the buildings. The janitors, who, under the old plan, have been able to hire cheap help are opposed to the idea, since it cuts off much of their revenue. To put the new plan into operation will entail an additional expenditure of \$400,000 per year, and it is possible that the extra amount will not be granted the board.

Syracuse, N. Y. The school janitors have petitioned the board to institute a graded salary scale based upon the size of the school buildings. They ask that the pay be fixed at \$42 per month for a four-room building; \$50 for six rooms, \$55 for preparatory schools, \$60 for eight rooms, and \$2.50 for each additional room.

Los Angeles, Cal. The School Board has fixed the salary of school janitors at \$6 per month for every class room cleaned by them. An allowance of \$5 per month is made for the care of the school yards.

Chanute, Kan. The Board of Education has invested the school janitors with authority to watch the pupils in the basements and on the school grounds where the teachers and principals are not present. It is not intended that the janitors shall punish but only to make them responsible for good order when the instructors are not present.

SCHOOL HYGIENE.

Chattanooga, Tenn. Under the rules of the city board of health all pupils in the public schools must possess a certificate of vaccination showing that they have been successfully vaccinated not more than two years ago. Shortly after the opening of the school year the physicians of the board visited all the schools to vaccinate all pupils whose certificates had elapsed.

San Francisco, Cal. The Board of Education has issued a circular requesting information as to the length, width and height of each class room in every school; the number of square feet of the window space and the number of pupils, together with their average age. The information is desired to urge further need of better school facilities. The circular continues:

The health of the pupil must be placed above every other consideration, and it is the duty not only of the teacher, but also of the Board of Education, to adopt every precaution that will tend to prevent illness, and this condition can only be attained by providing suitable, adequate and well-ventilated class rooms. This we intend to do as far as our means will permit.

Waynesboro, Pa. The board of health recently decided to request those in charge of the schools to enforce the law of 1895, which provides that children who are without a certificate of vaccination or immunity from smallpox, must not be admitted to the schools.

BOOKS RECEIVED.

(Concluded from page 27.)

Thirteen Chapters of American History. Represented by the Edward Moran Series of Thirteen Historical Marine Paintings. By Theodore Sutor. 8vo, cloth, gilt top, in a slip box. \$1.50 net. The Baker & Taylor Company, New York City.

Second Reader. By Gail Calmerton and William H. Wheeler. Cloth, 160 pages, 33 Engravings, 25 of them full-page. List price, 40 cents. W. H. Wheeler & Company, Chicago, Ill.

Series of Writing Books. By Harry Houston, Supervisor of Penmanship in the Public Schools of New Haven, Conn. Price, 50 cents a dozen. The Macmillan Company, New York, Chicago.

Graded City Speller. Seventh Year Grade. Compiled from Lists Furnished by Principals and Teachers in the Schools of Six Cities. Edited by William Estabrook Chancellor, Superintendent of Public Instruction, Paterson, N. J. 80 pages. Price, 12 cents. The Macmillan Company, New York, Chicago.

Geissbub Von Engelberg. By Julius Lohmeyer. With Notes and Vocabulary, and Material for Conversational Exercises in German by Dr. Wilhelm Bernhardt. 182 pages. D. C. Heath & Company, New York, Boston, Chicago.

Our Language. (First Book.) By Lida B. McMurry and F. T. Norvell. Cloth, 204 pages. Four full-page pictures in colors; numerous pictures in black and white. Price, 40 cents. B. F. Johnson Publishing Company, Atlanta, Richmond, Dallas.

Word Studies. Primary Book. By Edwin S. Sheppe. 96 pages. Cloth, 18 cents. B. F. Johnson Publishing Company, Atlanta, Richmond, Dallas.

Shorthand Instructor. An Exposition of Phonography. Designed for Class or Self-Instruction. Twentieth Century Edition. Revised. 276 pages. Price, \$1.50. Isaac Pitman & Sons, New York City.

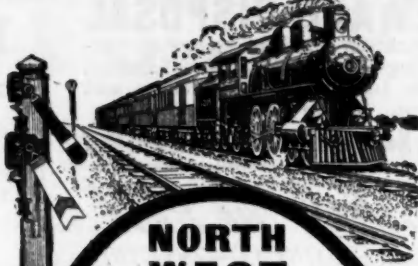
Graded Poetry Readers. Nos. 1 to 5. Edited by Katherine D. Blake, Principal Girls' Department Public School No. 6, New York City, and Georgia Alexander, Supervising Principal, Indianapolis, Ind. Price, 20 cents each. Maynard, Merrill & Company, New York City.

Geographical Reader. (Africa.) By Frank G. Carpenter. Cloth, 12mo, 336 pages. With maps and illustrations. Price, 60 cents. American Book Company, New York, Cincinnati, Chicago.

La Mare Au Diable. Edited by Adele Randall-Lawton, Friends' Select School, Washington, D. C. Cloth, 12mo, 137 pages, with exercises, notes and vocabulary. Price, 35 cents. American Book Company, New York, Cincinnati, Chicago.

Twelve Songs. For Kindergarten and Primary Schools. By Kate B. Palmer. Illustrated. Square, 12mo. Cloth, 95 pages. List price, 40 cents; mailing price, 45 cents. Ginn & Company, Boston, New York, Chicago.

Foundations of Sociology. By Edward Alsworth Ross, Ph. D., Professor of Sociology in the University of Nebraska. Author of "Social Control." 410 pages. Price, \$1.25 net. The Macmillan Company, New York, Chicago.



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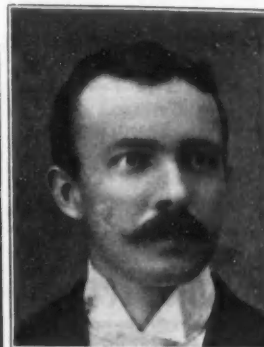
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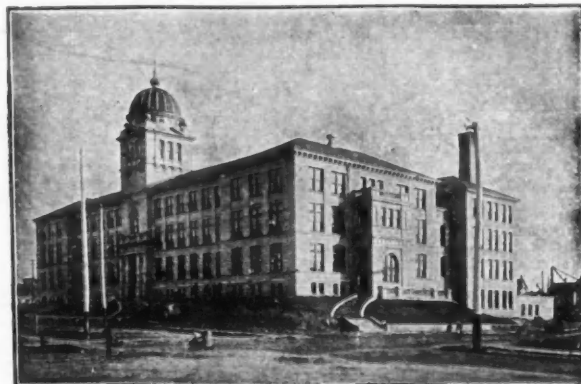
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